10/81

CURRICULUM VITA

Name: Stephen H. West
D.O.B.: January 6, 1944

Address: 7A Tucson Terrace
Tucson, Arizona 85705

Education:

1961-2: Arizona State College, Flagstaff, Arizona
1962-3: Indiana University, Bloomington, Indiana (U.S. Air Force Intensive Mandarin Chinese Program)
1966-8: B.A. (with High Distinction) in Oriental Studies, University of Arizona, Tucson, Arizona
1968-9: M.A. in Oriental Studies, University of Arizona, Tucson, Arizona
1968 : University of Texas, Austin, Texas (Summer Intensive Program in Advanced Japanese)
1969-70: Australian National University, Canberra, A.C.T., Australia (Ph.D. Research in Chinese Literature)
1970 : University of Minnesota, Minneapolis, Minnesota (CIC Summer Institute in Chinese Literature)
1970-2: Ph.D. in Far Eastern Languages and Literatures, University of Michigan, Ann Arbor, Michigan
1977 : Goethe Institute, Elementary and Intermediate German, Prien, Federal Republic of Germany

Present Position:

Associate Professor of Oriental Studies, University of Arizona,
Tucson, Arizona, 85721

Courses Taught (at University of Arizona):

Elementary Chinese (1972-3)
Advanced Modern Chinese (1973-4)
Literary Chinese (1974-present)
Chinese Literature in Translation
Sinological Resources and Methods
Readings in Chinese Literary Texts
Seminar in Chinese Literature: Drama and Fiction
Seminar in Chinese Literature: Sung Poetry and Painting
Seminar in Chinese History: Chin (1115-1234) Historical Texts
Early Confucianism
Oriental Humanities

Courses Taught Elsewhere:

Lektüre Chinesischer Theaterliteratur, Seminär fur Ostasienkunde (Sinologie), Universität München, Germany
Visiting Scholar, University of Washington, Asian Languages and Literatures, 1980-81; preseminar in Chinese Literature

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Jobs Held Prior to Present Position:

Language Teaching Assistant, University of Michigan, 1972
Language Teaching Assistant, University of Arizona, 1967-8
Laborer, Duval Mining Company, Kingman, Arizona, 1966
U.S. Air Force, 1962-6

Honors:

1968: Senior Honors Award, University of Arizona
1968: Phi Beta Kappa, University of Arizona
1968: Phi Kappa Phi, University of Arizona

Grants and Awards:

1967-8 : Ruth C. Ackerman Memorial Scholarship, University of Arizona
1968 : NDEA Foreign Language Fellowship, University of Texas (Japanese)
1968-9 : NDEA Foreign Language Fellowship, University of Arizona (Chinese)
1969-70: Ph.D. Research Fellowship in Chinese Literature, Australian National University
1970 : NDEA Foreign Language Fellowship, University of Minnesota (Chinese)
1970-1 : NDEA Foreign Language Fellowship, University of Michigan (Chinese)
1970-1 : Prize Fellowship in Chinese Studies, University of Michigan
1971-2 : Horace C. Rackham Prize Fellowship, University of Michigan
1971-2 : Graduate School General Fellowship, University of Michigan

Post-doctoral:

1974 : Research Fellowship, Committee on Chinese Civilization, American Council of Learned Societies
President's Club, University of Arizona
1977 : Arizona Foundation
1977-78: Alexander von Humboldt Foundation Grant, for research at the University of Munich
1980 : Pacific Cultural Foundation
1980-83: National Endowment for the Humanities, Translations Program
1981-84: National Endowment for the Humanities, for Companion to Chinese Literature
1981 : American Council of Learned Societies Grant for Conference on "Literature, Art and Thought" in North China in the 12th-13th Centuries

Research Interests:

Chinese literature and history of the 10th-15th centuries; especially drama and fiction and polite Chinese literature of the Sung-Chin-Yüan era

Languages:

Chinese, modern Mandarin: speak and read
Chinese, classical: read
Japanese: read
French: read
German: speak and read

Professional Service:

Organizations and Posts:

Member of the Committee on Chinese Civilization, American Council of Learned Societies, 1976-present

Helper for China Section of Modern Language Association's annual bibliography, 1975-6

Papers Delivered:

1972: "Yüan Hao-wen's Poetry of Lament," Western Branch of Association for Asian Studies
1973: "Yüan Hao-wen's Poems of Criticism of Late T'ang Poets," Western Branch of Association for Asian Studies
1974: "The Northern Drama Hu't'ou-p'ai," Annual Meeting of the Modern Language Association
1975: "Yüan-pen and its Relationship to Northern Drama," Annual Meeting of the Chinese Oral and Performing Literature Society
"The Poetry Talks of Wang Jö-hsü," Western Branch of the Association for Asian Studies
1976: "Remarks on the Development of Northern Drama," Indiana University
"Mongol Influence on the Development of Northern Drama," ACLS Conference on China Under Mongol Domination
"Some Preliminary Remarks on the Classical Tale: Yüan Hao-wen's *Hsü I Chien chih*," Western Branch of the Association for Asian Studies
"Yüan-pen and Drama," Indiana University
1977: "The Stance of the Critic: Wang Jö-hsü's Poetic Criticism," Western Conference of the American Oriental Society
1978: "To Move Heaven and Earth: Yüan Hao-wen's Poetic Criticism," Sinologisch Instituut, University of Leiden, Holland
"Some Remarks on Chin Culture and Literature," Sinologisch Instituut, University of Leiden, Holland
1979: "Critical Taste and the Critic's Anxiety," Western Branch, American Oriental Society, Los Angeles
"Northern Drama," Stanford Inter-University Program, Taipei
1981: "Singsong Girls and Prostitutes," Western Branch, American Oriental Society, Provo, Utah
"Interpretation of a Dream; Sources and Influences of *Dongjing meng Hau lu*," University of Washington, China Colloquium
"Remarks on *Dongjing meng Hua lu*," Western Branch, American Oriental Society, Provo, Utah
"The Interpretation of a Dream," China Colloquium, University of Washington, Seattle

Papers Delivered (Continued):

1982: "As Bright as a Mirror, As Pure as Water: Restoration and Retribution in *The Injustice to Dou* ," Western Branch of the American Oriental Society, Tempe, Arizona.
"Some Remarks on the Language of *Dongjing meng-hua lu*," national meeting of the Association for Asian Studies, Chicago

Publications:

Articles:

"The Everlasting Yea," *Voices* (Published by the Department of the Far Eastern Languages and Literatures, University of Michigan) 3 (1970)
"Shi Huo-ch'is's Commentary on the Poetry of Yüan Hao-wen," *Tsing Hua Journal of Chinese Studies* (New Series) 10.2 (1974): 142-69
"Jürchen Elements in the Northern Drama *Hu-t'ou-p'ai*," *T'oung Pao* LXIII (1977): 273-95
"Some Preliminary Remarks on the Rise of Northern Drama," *CHINOPERL* 6 (1977): 23-44
"Mongol Influence on the Development of Northern Drama," in *China Under Mongol Domination*, ed. J.D. Langlois, Princeton: University Press, 1981: 434-465
"Poems by Ch'in Kuan and Yüan Hao-wen in *Sunflower Splendor*," Bloomington: Indiana University Press, 1974
"Stages Unearthed in the South-central Portion of Shansi," (translation) *Journal of Chinese Archeology* 1 (1979): 25-47
"Chinese Drama," in *Companion to Traditional Chinese Literature* (Bloomington: Indiana University Press, forthcoming) 45 pp.
"Wang Jo-hsü," in *ibid*. 5 pp.
"Tun-ching meng Hua lu," in *ibid*. 10 pp.
"Ti'en-pao i-shih chun-kung-Tiao," in *ibid*, 4 pp.
"Shu-hui, Writer's Guilds" with Wilt Idema, in *ibid*, 5 pp.
"Chiao-fang-chi," in *ibid*, 4 pp.
"The Interpretation of a Dream: The Sources, Influences, and Evaluation of the Dongjing meng Hua-lu," in *Journal of American Oriental Society*, forthcoming *ms*., 78 pp.
"On Meng Yuan Lao, in Bulletin of Sung-Yuan Studies, forthcoming, 25 pp. translation with Chang Shung-yin).

Monographs and Books:

Literature in the Chin, for the Chin Dynastic Project, Volume 7, University of Washington Press, manuscript completed in 1975, forthcoming
Vaudeville and Narrative: Aspects of Chin Theater, Wiesbaden: Franz Steiner Verlag, 1977, 293 pp.
Chinese Theater 1100-1450: A Source Book (co-authored with Professor Wilt Idema, Sinologisch Instituut, University of Leiden, Holland), in the Münchener Ostasiatische Studien, Wiesbaden: Franz Steiner Verlag, 1982, 524 pp.
China, 1976. Tucson: university Press, 1978 (one of several authors)

Works in Progress:

Traditional Chinese Drama and Dramatic Literature. in the *Handbuch der Orientalistik*, to be published by E. J. Brill, Leiden, Holland

Review Article:

Yang, Richard, *Four Plays of the Yüan Opera*, Taipei: China Post, 1972 in *Journal of Oriental Studies* (Hong Kong) 16.2 (1978): 103-07

Reviews:

Liu Jung-en, *Six Yüan Plays*, Middlesex: Penguin Books, 1971 in *Journal of Asian Studies* 32.2 (1973): 432-33

M. Dolezelova-Velingerova and J.E. Crump. *Ballad of the Hidden Dragon*, New York: Oxford University Press, 1972 in *Literature East and West* 17.1 (1973): 137-39

Shih Chung-wen, *Injustice to Tou Ö*, New York: Cambridge University Press, 1973 in *Journal of the American Oriental Society* 96.2 (1976): 339-40

__________, *The Golden Age of Chinese Drama*, Princeton: University Press, 1976 in *Literature East and West* (1974)

Editions:

Contributing Editor, *Sung Studies Newsletter*

Co-Editor, *Companion to Traditional Chinese Literature*, Indiana University Press.

References:

1. Prof. Dr. Herbert Franke, Seminar fur Ostasienkunde, Trautenwolfstr. 3, München, Federal Republic of Germany

   Home Address: Fliederstr. 23
   8035 GAUTING
   Federal Republic of Germany

2. Prof. Chan Hok-lam

   The Institute for Comparative and Foreign Area Studies
   University of Washington
   Seattle, Washington 98195

3. Prof. James I. Crump

   Far Eastern Languages and Literatures
   University of Michigan
   Ann Arbor, Michigan 48104

4. Prof. Dr. Wilt Idema

   Sinologisch Instituut
   1e Binnenvestgracht 33
   Leiden, Holland

Fall 1981

VITA

GERRIT WOLF

PERSONAL

Address:
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Phone: (602) 626-3788; (602) 885-0588

Birth:
October 9, 1941, Evanston, Illinois
Social Security: 314-36-3066

Family:
Married to Suzanne Oko
Daughter, Gabrielle
Son, Christopher

EDUCATION

1967	Ph.D. Social Psychology, Cornell University, Ithaca, New York
1963	B.A. Psychology Major, Hope College, Holland, Michigan.
1961	Summer School University of Vienna.
1959	Diploma New Trier High School, Winnetka, Illinois.

TEACHING POSITIONS

1981	Professor, School of Business, University of Arizona.
1976-81	Professor, Management College, Georgia Institute of Technology
1973-76	Associate Professor, Administrative Sciences and Psychology, Yale University.
1967-73	Assistant Professor, Administrative Sciences and Psychology, Yale University.
1966-67	Instructor, Psychology Department, Cornell University.
1964-66	Teaching Assistant, Psychology Department, Cornell University.

RESEARCH POSITIONS

1981-83	Co-investigator with Ed Conlon, Behavioral Correlates of Sunk Costs, NSF.
1975 (Fall)	Visiting Associate Professor, Center for Computer Based Studies, UCLA.
1975-77	Co-investigator with Alvin Novack. A study of primary care teams. National Center for Health Services Research Grant.

1969 - 73	Co-investigator with Martin Shubik. Psychological modeling in economic situations. (NSF Grant)
1969 - 72	Co-investigator with John Thompson. Peer review and incentive reimbursement. Social Security Administration Contract.

ADMINISTRATIVE POSITIONS

1981 -	Chairman, Management Department, School of Business, University of Arizona.
1979 - 81	Dean's Advisory Committee, O. B. Coordinator, Chairman of Personnel Committee, Georgia Institute of Technology.
1978 - 79	Session Chairman, TIMS, New York, 1978, Organizational Design Area Chairman, TIMS, Hawaii, 1979, Dean's Advisory Committee Chairman, 1979.
1977 - 78	Dean Search Committee, Management College, Georgia Institute of Technology.
1976 - 77	Dean's Council and Graduate Committee, Management College, Georgia Institute of Technology.
1972 - 75	Director of Undergraduate Studies, Department of Administrative Sciences, Yale University.
1973 - 75	Member, University Computer Operations Committee and University Managerial and Professionsal Program Review Committee, Yale.

EDITORIAL POSITIONS

1980 - 81	Reviewer, 1980 O. B. Division of AIDS.
1976 - 81	Associate Editor, *Decision Sciences*.
1976 - 78	Associate Editor, *Medical Care*.
1976	Managing Reviewer, Organizational Behavior competitive papers, AIDS.
1973 - 80	Reviewer, *Decision Sciences*, *Medical Care*, *Conflict, Resolution*, *Simulation Games*, *Management Science*, *Behavioral Science*, *Journal of Personality and Social Psychology*, *Administrative Science Quarterly*.
1966 - 67	Associate Editor, *Cornell Journal of Social Relations*.
1961 - 63	Editor, Hope College *Anchor*.

HONORS

1979	Elected to Council, AIDS.
1975	Nominated for Council, AIDS.
1973	Distinguished Alumnus, Hope College.
1973	Outstanding Youngmen of America.
1967	Phi Kappa Phi.
1963	Blue Key Honor Society.
1962	Wallstreet Journal Fellowship on *Chicago's American*.

PUBLICATIONS

A. Interpersonal Interaction

1981	With Larry Zahn, Communication Decisions by Superior and Subordinate (Submitted, Organizational Behavior and Human Performance).
1981	With Larry Zahn, Leadership and the Art of Cycle Maintenance (In Press) Organizational Behavior and Human Performance.
1974	With Martin Shubik. Solution concepts and psychological motivation in Prisoner's Dilemma games. Decision Sciences, 1974, 5, 153-164.
1974	With Martin Shubik and Byron Poon. Perception of payoff structure and opponents behavior. Journal of Conflict Resolution, 1974, 18, 646-656.
1974	Some conversational processes and conditions in brief encounters. Communication Research, 1974, 1, 164-183.
1972	A simulation of two person exchange. Proceedings, Summer Computer Simulation Conference, San Diego, California, 1972, 2, 1369-1375.
1972	With Larry Zahn. Exchange in games and communication. Organizational Behavior and Human Performance, 1972, 7, 142-187.
1972	Behavioral processes in different minimal social situations. Comparative Group Studies, 1972, 3, 221-239.
1972	With Roy Gorski and Stephen Peters. Acquaintance and acuracy of vocal communication of emotions. Journal of Communication, 1972, 22, 300-305.
1972	Evaluation within interpersonal systems. General Systems, 1972, 17, 43-51.
1970	A model of conversation. Comparative Group Studies, 1970, 1, 275-304.

B. Design of Organizations and Small Groups

1981	With W. W. Ronan. Job Satisfaction: A Reformulation (Submitted to Academy of Management Review).

1981	Organizational Design in Organizational Behavior for Engineers (T. Connolly) (In Press, Brooks Cole).
1978	With Naomi Breslau and Al Novack. Work Settings and Job Satisfaction. Medical Care, 1978, 16, 850-862.
1978	With Naomi Breslau and Al Novack. Correlates of Task Delegation in Primary Care. Journal of Health and Social Behavior, 1978, 19, 374-384.
1977	With J. Richard Hackman. Group Tasks. International Encyclopedia of Neurology, Psychiatry, Psychoanalysis and Psychology, Dr. Benjamin B. Wolman, Editor-in-Chief, Vol. V, pp. 274-276, Human Science Press, New York 1977.
1977	With Martin Shubik. Beliefs about coalition formation in multiple resource three person situations. Behavioral Science, 1977, 23, 99-111.
1975	With Martin Shubik. Teams compared to individuals in duopoly games with an artificial player. Southern Economic Journal, 1974, 41, 635-648.
1973	Nursing directors as participants in hospital peer review boards. In Research on Nurse Staffing in Hospitals, HEW publication No. NIH 73-434, 101-111.

C. Strategic Decision Behavior

1981	With Terry Connolly, Between Subjects Designs in Expectancy Theory, Decision Sciences, 1981, 12, 39-45.
1980	With Ed Conlon. The moderating effects of strategy, visibility and involvement on allocation behavior: An extension of Staw's escalation paradigm. Organizational Behavior and Human Performance, 1980, 26, 172-192.
1978	With Martin Shubik. Market Structure, Opponent Behavior and Information in a Market Game. Decision Sciences, 1978, 9, 421-428.
1975	Comments on multiattribute models of information processing. Journal of Consumer Research, 1974, 1, 18-19.
1973	Effects of comparative information and decision complexity in a monopoly game. Simulation and Games, 1973, 4, 145-158.
1972	Some research and teaching with an on-line oligopoly game using an artificial player. Decision Sciences, 1972, 3, 101-114.
1972	With Martin Shubik and Herbert Eisenberg. Some experiences with an experimental oligopoly business game. General Systems, 1972, 17, 61-75. Reprinted in Systems and Management Annual, R. Ackkoff (Ed.), Mason and Lipscomb Publishers, New York: 1974, 425-439.

1971	With Martin Shubik and Scott Lockhart. An artificial player for a market business game. *Simulation and Games*, 1971, *2*, 27-44.

D. Organizational Behavior Methods

1981	With Larry James and Robert Demaree. Estimating interrater reliability in incomplete designs (Submitted, *Psychology Bulletin*).
1981	With John Bassler. A reply from Bassler and Wolf, *Decision Sciences*, 1981, *12*, 142-149.
1980	With John Bassler. The importance of hypotheses: Group comparison analysis. *Decision Sciences*, 1980, 11, 27-41.
1975	A reply from Wolf and Cartwright. *Psychological Bulletin*, 1975, *82*, 181.
1974	With Bliss Cartwright. Rules for coding dummy variables in multiple regression. *Psychological Bulletin*, 1974, *81*, 173-179.
1974	Heuristic rules for organizational behavior model building. *Proceedings of American Institute of Decision Sciences*, Fall 1974 meeting, Atlanta, Georgia, 240-242.
1970	With Don Hayes and Leo Meltzer. Substantive conclusions are dependent upon techniques of measurement. *Behavioral Science*, 1970, *15*, 165-168.
1967	Construct validation of measures of three kinds of experiential fatigue. *Perception and Motor Skills*, 1967, *24*, 1067-1076.

E. Book Reviews

1978	In *Medical Care* review of *Organizational Research in Hospitals* by Shortell, et al., 1978, *16*, 795-796.
1977	In *Technology and Culture* review of *New Technologies in Organizational Development*, Vol. I and II, 1977, *10*, 255-256.
1977	In *Inquiry* review of *Doctoring Together* by Friedson, 1977, *14*, 416-417.
1972	In *Psychological Reports Review of N-Person Game Theory* by Anatol Rapoport, 1970, *45*, 155-156.

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Convention Papers

1980	TIMS, Nov. Colorado Springs, with Larry Zahn, Modeling Leadership Cycles.
1980	AIDS, Nov., Los Vegas, Planned Comparisons rather than Regression to Measure Contingency Effects.
1980	Academy, Aug., Detroit, with Ed Conlon, Escalation as Sunk Costs.
1979	TIMS, June, Hawaii, Behavior of Peer Decision Boards.
1979	AIDS, Nov., New Orleans with Ed Conlon. Escalation as Problem Solving.
1978	TIMS, May, N.Y. Delegation in Primary Care Teams.
1977	AIDS, Nov., Chicago, Organizational Conflict and Uncertainty.
1977	AIDS, Nov., Chicago with John G. Bassler. Theoretical Importance of Mean-Difference Hypotheses.
1977	AIDS, Nov., Chicago with Dave Herold. Effects of Task-Contingent Interventions on Group Performance and Satisfaction.
1977	Academy of Management, August, Orlando, with Al Novack and Naomi Breslau. The Effect of Delegation on Outcomes in the Primary Care Team.
1977	TIMS, July, Athens, Greece. A Simulation Test of Organization Design Contingency Theories.
1977	Midwest AIDS, May, Cleveland with Al Novack and Naomi Breslau. Work Organization in the Primary Care Team.
1977	Ambulatory Pediatric Association, April, San Francisco with Al Novack and Noami Breslau. A Comparison of Pediatricians and Internests in Primary Care Settings.
1975	APA, August, Chicago. A Causal Model of Job Performance and Perception.
1974	Berkely-Stanford OB Conference.
1973	Consumer Research Association.
1970	APA Symposium.
1970	Computer Simulation Society.
1970	West Coast Small Groups Conference.
1968	International Congress of Applied Psychology.

Colloquia

1981	University of Arizona
1981	University of Minnesota
1981	University of Iowa
1980	Carnegie Mellon
1967	University of Arizona
1975	University of California at Riverside
1975	University of Iowa
1975	Georgia Institute of Technology
1974	University of Illinois
1974	Duke University
1973, 1972	Northwestern University
1972	University of Florida
1970	Rutgers
1968	Purdue University
1967	Bowling Green State University

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Consulting and Management Development

AT&T
State of Georgia at Central State Hospital
Avon
Equitable
Westport School System
Atlanta School System
Connecticut Hospital Association
AT&T Longlines
Associates Program, Georgia Institute of Technology
Army Medical Division, San Antonio
Life Office Management Association
Hayes Microcomputer, Inc.
State of Georgia Peace Officers Association
Union Carbide

PROFESSIONAL SOCIETIES

American Psychological Association, Div. 8 & 14.
Sigma Xi.
Academy of Management.
American Institute of Decision Sciences.
The Institute of Management Sciences.

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APPENDIX B

ENTRANCE/EXIT INTERVIEW QUESTIONS & SAMPLE RESPONSES

Entrance Interview - 001 : Jean Goetinch (French)

What aspect of this project interests you most? How do you see your participation and that of Women's Studies?
I thought of restructuring this anthology two-three years ago and have been adding women authors all along. A major problem is the uneveness of production/scholarship; there are 70 - 100 year periods with no relevant work by women. My field suffered from the French lycee system with concentration only upon men. Women are unavoidable in my field as either authors or stimulators; Marie de France, Eleanor of Aquitane and daughters, etc. Yet many have been excluded and it is wrong. Life is a dual rung; it is very wrong to exclude one-half of all intellectual contribution. The project allows me more extensive reading and research and I hope Women's Studies has some references new to me.

What is your previous use of women's materials: films, research, bibliographies, professional panels and papers, colloquia, UA presentations etc.?
I've developed my own research and reading in conjunction with the anthology and have integrated these materials into my classes. Wide and eclectic reading. Currently I have some new materials from Myra but I'm not well-read in Women's Studies itself; some of the scholarship has seemed too parochial to me. I do have some bibliographies I'd be happy to share with Women's Studies and particularly recommend Suzanne Lilliar. (Misunderstandings of the Second Sex) I avoid professional conventions!

What do you perceive as main obstacles in the incorporation of Women's Studies materials: finding materials, quality thereof, student and colleague acceptance?
"Ghettoizing" the material, making it stand out: "Women" Authors. My first thought was to pull it out of my material. There are no problems with the students - they are more sophisticated these days but won't buy this business of "Women" authors. They want merely good authors worthy of reading. No problems with quality material; it's there in my field. I am worried that too many will look upon integration as a fad but don't foresee any real problems with my colleagues except for those who are so traditional they will not consider any changes. On thinking a bit more, I have noticed a small attitude on the part of some colleagues that I'm on a cream-puff project, another gravy-train grant. I guess I didn't think of it until you asked. It doesn't worry me personally except that it indicates a very real resistance.

How do you plan incorporating these new materials?
Revise my anthology and TEACH!

How do you personally feel about incorporating these materials? (Integration versus fad, ghettoizing)
I'm excited and pleased. I would have gone ahead on my own without the NEH grant; intellectual honesty demands inclusion and redress. We've ignored important contributions too long. The project allows me to bring in a fact of life in a whole flowing picture; I am the historian. But I won't ghettoize the material nor will I posture; this is a matter of academic honesty.

Do women students and faculty face significant difficulties simply because they are women? (discipline, department, opportunities, professional encouragement)
Women students face fewer and fewer obstacles as opportunities open in many more fields. I doubt they face much condescension from professors. Women faculty: yes to all. They especially face troubles in the more traditional departments where men have been in control forever and are unlikely to change. About all they are able to do is wait until these people die out. There are disparities in pay, promotion, tenure etc. which I find very bothersome and unjust.

How successful or effective do you find the UA's affirmative action program?
I believed in the concept of affirmative action but at the UA, at least, the program has been a detriment. It's administered by incompetent people whose purpose is inaction. The program needs honest and good people. So far, affirmative action has not been successful in advancing meritorious people previously held back. We have only ridiculous procedures and are smothering under our own weight which is precisely the result the Administration sought and seeks.

Regarding Women's Studies, how do you find the quality of its scholarship? Is it a necessary or faddish part of the cirriculum? Presuming the success of the NEH program, is there any future need for Women's Studies?
I worry about politics within the Women's Studies department and a sort of fad backlash. Only the white students took Black Studies while the blacks enrolled in business administration and engineering. Mexican American studies has lasted longer as it is, forgive me, an easier course of study. But so-called women's issues are really questions of academic honesty and should be part pf students' every day life without an overly dogmatic, overly 'feminist' approach. The problem may be that Women's Studies is too small, too parochial; I just learned it was here two years ago. (Whose fault I wonder!) By definition, it is cliquish and aimed at an audience of existing believers. Yet I believe we need Women's Studies now if only for intellectual honesty, to keep academic integration at issue. I'm not sure if we should maintain Women's Studies if the project is successful; that keeps women's scholarship separate. Yet there are more areas to be reached. I've discovered wonderful women scientists, brilliant but irrelevant to literature - I'd love to design a combination course of Science and Humanities. I don't ever want to hear again my student's comment: "It was so neat to study a woman author; I didn't know there were any."

EXIT INTERVIEW: Jean Goetinck

June, 1982

1. HOW DO YOU THINK YOUR STUDENTS RESPONDED TO YOUR MAINSTREAMING EFFORT?

At the end of the semester I asked them to evaluate the text that I had given them, and the response was very positive--for a couple of them. They were women in their late thirties, early fourties. They were very happy to see texts by women authors. Some of the younger girls said they were surprised to find out that there have been women authors who could be read. There was one negative remark by a girl (of all things) that there was too much love poetry. On the whole, though, the reaction was very good.

2. WHAT HAS BEEN THE IMPACT OF THIS MAINSTREAMING PROJECT ON YOU PROFESSIONALLY?

It's difficult to answer. The impact has not been a sudden or strong impact because, on my own, I had started including women authors in my classes, and it was a topic--Women's Studies, especially women authors in French literature and it was a subject that interested me for quite a while.

3. DID YOU HAVE AN IMPACT ON ANY OF YOUR COLLEAGUES IN THE PROGRAM?

No, I was the only one. It was only tried in one class of mine. The interaction with colleagues was with people in the Women's Studies committee. And then, this past year, with Carol Ambruster who is in our department right now visiting.

4. DID YOU HAVE ANY EFFECT ON YOUR NON-TARGETED COURSES?

This is very interesting. In fact it has an almost greater effect on a non-targeted course, on my 18th-century literature course than on the targeted one. And it was, I think, because in the targeted course I had to stay close enough to the traditional program so that I would not lead my students too far away from what they're supposed to have as a preparation, whereas in the non-targeted (18th-century literature) course I was pretty well free to do what I wanted to do. And there I gave 16 assignments on various women who were animators, you might say, of the 18th-century who were authors or who otherwise played a role in the literary and scientific life of the period. And that turned out to be very interesting.

5. WHAT HAS BEEN THE IMPACT OF THE PROJECT ON YOU PERSONALLY?

In what way?

HAS IT MADE ANY CHANGES IN THE WAY YOU ARE THINKING, OR YOUR OUTLOOK?

No. As I said in the beginning, I was--my outlook--was that way already. So my thinking has definitely not changed. If anything it has shown to me that what I started should be continued. It has kind of strengthened my endeavor, my way of looking at things.

The contact with the Women's Studies group, and especially the enthusiasm that I have seen there, has been a source of enthusiasm for me, I must say, in spite of the leaning and the attitudes that I had before hand.

6. IN YOUR OPINION, HAS THE PROJECT WORKED? IS IT WORTH DOING?

It is very definitely worth doing. I can't say if it has worked in all domains, since there were some domains like psychology, anthropology, management, and all that--I really don't know what they can do in there, or what they would have done--but I think that the project should be continued and, if possible, it would be nice if a way could be found to include it as a part of the total humanities program, rather than mainstreaming. I don't know how to do it, or how to suggest to do it. But somehow bring it in, instead of mainstreaming, bring it in in a general program where everybody would be open to the results of the work of the Women's Studies group, or actually make it part of the humanities program but in such a way as not to make it separate. That is, not like they do in some anthologies--e.g. here they've got 25 male authors, now 2 female authors. It makes no sense. You're already making a distinction. This is what I've tried to do in my course. I never said "Now we're going to get some women in there." I just brought it in matter-of-factly, in a historical, chronological order, which was easy in a survey course. In the 18th-century, they were surprised because the main authors in that century were males. And then I brought in 16 or so female authors and (students) were surprised, pleasantly surprised, because there they found ideas which are being talked about by women's rights advocates today. So they could very well associate with the ideas and it blended very nicely. But, to come back to the other point, it would be nice if some way could be found to bring it in in a total humanities program without stressing the fact that "now these are the women, these are the men--look what women accomplished, men never brought this in." But bring it in matter-of-factly, as it should be. Fifty percent of the population is not excluded; this is what they did. I have no idea how to do it.

7. YOU DON'T THEN, THINK THAT THE MAINSTREAMING PROJECT IS DOING IT?

It is doing what it set out to do, as far as I was concerned. I don't know what it did in the other fields. But I would like to go a step beyond, and that is where I am stumbling, because I don't know how.

YOU WOULD INCLUDE MORE PEOPLE?

Well, you see, instead of doing it in one class of introduction to literature, do it in the general studies, and that's where the humanities courses would have to be, which are almost exclusive of women's contributions, almost. They are trying to bring in some women authors now all the way from antiquity, Sappho to the present. I don't know how successful they are because they have to cover so much. In a way I have wondered if there would not be a possibility--and I don't know because there would be some negative reaction--to actually have either a series of lectures or a program to train the faculty. This, I know, was training faculty, but it was training voluntary faculty, those who were so inclined. So there again, you see, it has to be done in a fashion that would not be brainwashing. It would not be "Now we are going to restructure you." It would be, as I like to do in my class, in a matter-of-fact way. But how are you going to do that? You have to start with the younger generations. The old goofies are not open to that. So, it is very much worth doing. It's a must. But how we could go beyond the mainstreaming, if there is a possibility of going beyond the mainstreaming, I don't know. But it should definitely be continued. And the way Myra sees it, if I understand properly, she sees it quite a bit the way I see it, from the humanities point-of-view. And the way she has started that program--I think it is a beautiful thing. And I hope it can be on a continuing basis and a broadening basis. How? I don't know. There are faults.

8. WHAT WOULD YOU LIKE YOUR FUTURE INVOLVEMENT IN THE PROJECT AND IN WOMEN'S STUDIES TO BE?

I would like it to continue. As I have said to Judy, I hope to keep in contact with them. I was struck by their enthusiasm and sincerity. I honestly was. It was the first remark I made to my wife--last summer was the first summer that I really enjoyed. Working with them--working with Ruth in the library--you go and ask her a question, my god, she walks you all over the library, takes all the time she needs. Although it was something that she had done in the indoctrination period when she was giving the guided tours, she gave me another guided tour when I wanted to find something. I hope my association with Women's Studies continues. It will continue, I honestly believe.

9. DO YOU HAVE ANY FINAL COMMENTS? ANYTHING YOU WOULD LIKE TO ADD ABOUT THE PROJECT?

Well, one of the students who's evaluations unfortunately I can't find now, wrote "Keep it up, don't change anything." I don't want to say don't change anything. I don't know how we could go beyond the mainstreaming, but I say, definitely, keep it up. I am very enthusiastic about the program. I was very happy to be in it. I hope that my association can continue.

APPENDIX C

1981-1982 TARGETED COURSE SYLLABI

Psychology 418 Dr. P. Balch
Abnormal Psychology

This course is divided roughly into three broad categories for the purpose of presentation over the span of a semester. There are readings from your text associated with each topic to be covered, and library and outside assignments will be made as we progress. In addition, volunteer participation/observation in an appropriate setting is a part of the course requirement. Settings and suggestions will be made in this regard.

TEXT: Abnormal Psychology, by Davison and Neale.

Section I: Overview of History of Psychopathology, Models, Assessment Strategies

Topics

Introduction to course, history of psychopathology
The psycoanalytic and diathesis stress model
The learning and community model
Classification Systems: American Psychiatric Association, Behavioral, etc.
Assessment: purpose and techniques

Section II: Selected Psychopathologies

Topics

Theory and Syndrome
Depression
Neuroses
Personality disorders
Psychoses
Childhood psychoses

Section III: Intervention Strategies: Individual, Groups, and Community

Topics
Insight Therapy
Behavior Therapy
Cognitive Therapy
Humanistic, Existential, and Gestalt
Group Therapy
Community Psychology and introduction to prevention

Dr. Philip Balch   ABNORMAL PSYCHOLOGY   Psych 418
Spring 1982

Texts

White, R., Watt, N. The Abnormal Personality, 5th Edition, Wiley & Sons, 1981.
Schaffer, K. Sex Role Issues in Mental Health

READINGS (on reserve in Main Library)

Barrett, Carol J. et al.: Implications of Women's Liberation and the Future of Psychotherapy. Psychotherapy: Theory, Research and Practice, 1974, 11, 1, 11-15.

Brodsky, Annette M.: The Consciousness-raising Group as a Model for Therapy with Women. Psychotherapy: Theory, Research and Practice, 1973, 10, 1, 24-29.

Broverman, Inga,, Broverman, D. M., and Clarkson, F. E. Sex-role Stereotypes and Clinical Judgments of Mental Health. Journal of Consulting and Clinical Psychology, 1970, 34, 1, 1-7.

Fodor, I. E. Sex Role Conflict and Symptom Formation in Women. Psychotherapy: Theory, Research and Practice, 1974, 11, 1, 22-29.

Gove, W. R., and Tudor, Jeanette F. Adult Sex Roles and Mental Illness. The American Journal of Sociology, 1974, 78, 1, 813-835

Glaser, Kristin. Women's Self-help Groups as an Alternative to Therapy. Psychotherapy: Theory, Research and Practice, 1976, 13, 1, 77-81.

FINAL EXAM:

Wednesday, May 12, 2-4 pm.

COURSE OBJECTIVES

This course will attempt to familiarize you with basic issues in contemporary psychopathology. The course is roughly divided into three main segments: A) History of psychopathology, models and paradigms in psychopathology, sex, class, ethnic biases in psychopathology, diagnostic and classification systems; B) Selected major psychopathologies viewed from competing paradigms; C) Treatment and preventive strategies in Psychopathology. A special emphasis of this course will be to familiarize and sensitize you to issues related to class, ethnic, and particularly sex-roles as they impact on psychopathology and the Mental Health Delivery System.

TESTS AND GRADING PROCEDURES

There will be two tests during the semester and the final exam on Wednesday, May 12, from 2-4 pm. The tests will be non-cumulative and will count equally towards your final grade. There are no make-up exams!

Exams will cover assigned readings, lectures, and movie material. A modified normal curve will be used for grade determination.

PART I: 1/14 - 2/18

History, models, ethnic, class, sex influences on psychopathology; measurement and classification systems.

READINGS

White and Watt, Chaps. 1, 2, 3, 4, 5
Schaffer, Chaps. 1, 2, 3

TEST 1: 2/18

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PART II: 2/23 - 3/30,

Anxiety disorders, personality disorders, schizophrenic disorders, affective disorders, and selected psychopathologies.

White and Watt, Chaps 6, 10, 12, 14
Schaffer, Chaps 4, 5

READINGS
Broverman
Fodor

TEST 2: 3/30

PART III: 4/1 - 5/4

Treatment approaches and issues. Individual approaches, group approaches, consciousness raising, assertiveness training, community and preventive interventions.

White and Watt, Chaps 7, 8, 17
Schaffer, Chaps 6, 7

READINGS
Barnett
Brodsky
Glaser

TEST 3: FINAL EXAM, May 12, 2-4 pm.

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NEH CURRICULUM DEVELOPMENT PROJECT REPORT

"MUSICAL EXPRESSION AND GENDER IDENTITY IN RITUAL"

(1981)

Ellen B. Basso
Department of Anthropology
University of Arizona
Tucson, Arizona 85721

Description of Project Supported by NEH Curriculum Development Grant

During the three weeks in which I received support under this grant, I did library research on the topic of music and ritual with a special focus on how gender identity influences the expression of human musicality. This resulted in an interesting and perhaps significant finding: the construction of gender identity, as well as (more generally) personal and social identity involves specification of how one's musicality can be expressed.

In many societies outside of the Western, European tradition, artistic performance in general is not restricted to specialists, and the evocative aspects of artistic creativity and function are given far greater cultural significance than is virtuosity. In those societies, everyone is potentially an artist; most adults compose and perform music, participate in the creation of objects we consider "artistic", and make use of various oral genres known to linguists as "verbal art". What is implied by this perspective is that the human capacity for creativity and expressiveness, and particularly, the human capacity for musical expression, is given much greater cultural significance for identity construction than in our own society.

In societies organized in terms of categories defined as separate and hierarchically ordered (social classes; castes; gender - based oppositions; racial categories), and where strict separation of categories is held to be fundamental to social equilibrium. musical performance is governed by some very stringent rules. First, some categories of persons are not permitted to express, or to express fully, their musicality, when in the presence of persons in an opposed category. One important manifestation of this is the prohibition against women publically performing, or performing on musical instruments in many societies. In many instances, women who do perform publically, that is in the presence of men, are of a pariah class - prostitutes and profession touring performers who live outside normal family life. Elsewhere, special groups of parish, lower class or simply despised musicians are permitted to appear before the rich and powerful but only in their roles as musicians; they have no other designated role (but of course many other functions) within the event, and are generally excluded from participating in it "on the other side". I'm thinking here of Duke Ellington at the Rainbow Room, Jewish wedding musicians, Greek Gypsies, Bengali Bāuls, and ritual mourners in various places. In these cases, the awareness of differences between performer and listener in a musical event complements and reinforces the differences perceived between them as exemplars of classes of persons. Music is thus used culturally to delineate and reinforce boundaries through how people are allowed to express their musicality face to face.

This raises the question of the relationship between music and political power. Why are powerless persons restricted, in one instant, from expressing their musicality, whereas in other instances this is their prime social function, the only appropriate form of social participation open to them? One possible reason lies in the emphasis on musical evocation, the ways music can be used to effect a response in the listener. When this response is defined culturally as involving sympathetic communication across rigid social boundaries, it is prohibited, but where an evocative response is considered to enhance the listener's social identity, to be one important symbol of that listener's identity, then musical performance on the part of persons considered especially skilled and capable of evoking such a response is not just tolerated, it become a fundamental way of defining that person's social role. An interesting example from the Senegalese Wolof concerns the Griot caste assigned the role of performing (musically) before aristocrats. These performances are of two types: salacious mockery and praise singing. In each case, the appropriate response of aristocrats is reserve; reserve is, in turn, a symbol of aristocratic identity in this society where persons of that caste are expected to show control at all times. By contrast, the Griot are held to be uncontrolled

Most of the data concerning music and gender identity is scattered in ethnographies; the only ethnography to date which focuses upon the symbolic use of music, upon music as a "primary modeling system" is the book by Feld. However, much of the information has been worked up into several lectures, and the readings have given me a chance to rethink a body of data from the Kalapalo concerning gender identity and musicality, from which has emerged two specific Kalapalo lectures and at least one concerning the general problem from a Western (American) perspective.

Student Response

Some of this material has already been encorporated into my introductory anthropology course this semester (this course is rotated among the faculty, hence I have not included a revised syllabus). The response has been excellent; the very use of music as an anthropological topic seems especially interesting to students, and it is also a very unusual way for them to think about gender identity, a concern that seems ubiquitous anyway.

Associated Changes

My research into music and gender identity has given me a chance to rethink a good deal of analyses of Kalapalo data, and led me to organize a workshop on music and ritual, recently held under the auspices of the University of Arizona. In addition, I plan further research with the Kalapalo on this subject during the coming year.

Future Plans

Because of the importance of music as a primary modeling system, I plan to orient several of my courses further towards sound and symbol as a general theme, associating music more directly with my topics on language and culture.

Bibliography

Charles Keil

1980 Tiv Song

Steven Feld

n.d. "Kaluli Seances and Singing"(precis of book cited earlier)

Reading List: Cultural Anthropology
(Anthropology 20)

(*) refers to required readings. All others are optional.

1. "Culture" and "civilization" in Western thought. Emergence of anthropology in 19th century Europe and United States: early ideas of the relationship between language, the characteristics of human thought, society, and culture.

Boas, Franz

*1940a "The Limitations of the Comparative Method of Anthropology" In, Race, Language and Culture by Franz Boas. pp. 270-280. (also Bobbs-Merrill reprint A-476) (originally pub. 1896)

1940b "The Methods of Ethnology" ibid. pp. 281-89. (originally pub. 1920).

*1974 "Introduction" to the Handbook of American Indian Languages. In Ben G. Blount, ed. Language, Culture and Society. pp. 12-31. (originally pub. 1917)

Durkheim, Emile and Marcel Mauss

*1963 Primitive Classification (orig. French pub. 1903)

Freud, Sigmund

1946 Totem and Taboo. Random House (paperback ed.) (orig. Published 1913)

Hoijer, Harry

*1974 "The Sapir-Whorf Hypothesis" in Blount, pp. 120-131.

Kluckhohn, Clyde

1936 "Some reflections on the methods and theory of the kulturkreislehre" American Anthropologist 38:157-96

Kroeber, A.L. and Clyde Kluckhohn

1952 Culture A Critical Review of Concepts and Definitions Papers of the Peabody Museum of American Archaeology and Ethnology, Harvard University. Vol. XLVII. No. 1.

Levy-Bruhl, Lucien

*1966 How Natives Think (Washington Square Press edition). Introduction; Chapters 1-4. (orig. French pub. 1910)

Malinowski, Bronislaw

*1935 Coral Gardens and their Magic, vol. 2. Introduction; Chapter 1

Tylor, Edward B.

*1958 The Origins of Culture (Torchbook ed.) (orig. pub. 1871) esp. Chapter 1.

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John Miller Chernoff
1981 African Rhythms and African Sensibility

Christine Hugh-Jones
1981 From the Milk River

Steven Hugh - Jones
1981 The Palm and the Pleiades

Judith and Alton Becker
1981 "A Musical Icon: Power and Meaning in Javanese Gamelan Music" in Wendy Steiner, ed. The Sign in Music and Literature.

Roberto da Matta
1979 Carnavais, Malandros e Herois

Charlotte Frisbie, ed.
1980 Southwestern Indian Ritual Drama

Ethnomusicology

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Whorf, Benjamin Lee
1974 "The Relation of Habitual Thought and Behavior to Language." in Blount, pp. 67-87. (originally pub. 1939)

II. Culture as man's extra-somatic means of adaptation; the explanation of variation; use of ecological concepts; unilinear and multilinear theories of cultural evolution.

Read in order listed:

White, Leslie
*1949 The Science of Culture. Chapters 2,3,4,12,13,14

Harris, Marvin
1965 "The Myth of the Sacred Cow", in Man, Culture and Animals, ed. by Anthony Leeds and Andrew P. Vayda pp. 217-228.

Sahlins, Marshall
*1961 "The Segmentary Lineage: An Organization for Predatory Expansion" American Anthropologist 63:322-45.

Newcomer, Peter J.
1972 "The Nuer are Dinka" Man 7:5-11

Barth, Frederik
*1969 "Ecologic Relationships of Ethnic Groups in Swat, North Pakistan", in Andrew P Vayda, ed Environment and Cultural Behavior pp. 362-376

Wagley, Charles
1969 "Cultural Influences on Population A Comparison of Two Tupi Tribes" in Vayda, 1969 pp 268-280

Steward, Julian
*1955 "The Concept and Method of Cultural Ecology" in Theory of Culture Change by Julian Steward (Also Bobbs-Merrill reprint S-516)

Carneiro, Robert
1961 "Slash and burn cultivation among the Kuikuru and its implications for cultural development in the Amazon Basin" in J Wilbert, ed The Evolution of Horticultural Systems in Native South America Causes and Consequences

Rappaport, Roy
*1969 "Ritual regulation of environmental relations among a New Guinea people" in Vayda, 1969 pp. 181-201

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III. Culture as systems of knowledge; how to make behavior intelligible in ways that are meaningful to participants in social events; study of rules for classification and for behaving appropriately.

Berlin, Brent
1971 "Speculations on the Growth of Ethnobotanical Nomenclature" Working Paper No. 39 Language Behavior Research Laboratory.

Berlin, Brent and Paul Kay
*1969 Basic Color Terms.

Frake, Charles O
1961 "The Diagnosis of Disease among the Subanum of Mindanao". American Anthropologist 63:113-132. (reprinted in Dell Hymes, ed. Language in Culture and Society, pp. 192-211) Bobbs-Merrill Reprint A-72.

1962 "The Ethnographic Study of Cognitive Systems" In Thomas Gladwin and W.C. Sturtevant, eds. Anthropology and Human Behavior. pp. 72-85.

Goodenough, Ward H.
1957 "Cultural Anthropology and Linguistics". In Paul L Garvin, ed. Report of the Seventh Annual Round Table Meeting on Linguistics and Language Study. pp. 167-73. reprinted in Dell Humes, ed Language in Culture and Society pp. 36-39. Bobbs-Merrill reprint L-29.

Sturtevant, William C.
*1974 "Studies in Ethnoscience", in Blount pp. 153-176.

IV. Culture as systems of knowledge about speaking appropriately: how to understand variation in speech behavior and the relationship between language, culture and society, ethnography of communication, sociolinguistics.

Ervin-Tripp, Susan M.
*1964 "An analysis of the interaction of language, topic and listener" in American Anthropologist Vol. 66, No. 6, part 2: Ethnography of Communication (Special Issue) pp. 86-102.

Goffman, Erving
*1974 "On Face-Work: An analysis of Ritual Elements in Social Interaction" in Blount, pp. 224-249.

Gumperz, John J
*1974 "The Speech Community." in Pier Paulo Giglioli, ed Language and Social Context, pp. 219-231.

Hymes, Dell H.
*1974 "The Ethnography of Speaking", in Blount, pp. 189-223.

Labov, William
1971 "The Logic of Non-Standard English, in Giglioli, pp. 179-216.

Weinrich, Uriel
1964 Languages in Contact, esp. Chapters 1,4.

Examples to illustrate concepts discussed in terms of above readings: read at least four of the following papers:

Abrahams, Roger
1972 "The Training of the Man of Words in Talking Sweet." Language in Society 1:1-30.

Basso, Keith H.
1970 "To Give up on Words: Silence in Western Apache Culture." Southwestern Journal of Anthropology 26:213-230 (also in Giglioli, pp. 67-86.)

Brown, Roger and A. Gilman
1960 "The Pronouns of Power and Solidarity" in Thomas A. Sebeok ed, Style in Language, pp. 253-276; also in Giglioli, pp. 252-282.

Geertz, Clifford
1960 "Linguistic Etiquette." in, The Religion of Java by Clifford Geertz. pp. 248-260.

Jackson, Jean
1974 "Language Identity of the Columbian Vaupes Indians" in, Richard Bauman and Joel Scherzer, eds. Explorations in the Ethnography of Speaking. pp. 50-64.

Gossen, Gary
1971 "Chamula Genres of Verbal Behavior" in Americo Paredes and Richard Bauman, eds. Toward New Directions in the Study of Folklore pp. 145-167 (Speical No. of Journal of American Folklore 84, no. 331).

Mitchell-Kernan, Claudia
1974 "Signifying, Loud-talking and Marking." in Thomas A. Kochman, ed. Rappin' and Stylin' Out. pp. 315-335.

V. Culture as a universal set of logical processes: how to understand the nature of human thought. French ethnologie.

Jakobson, Roman
1971 "Two aspects of language and two types of aphasic disturbances" in, Selected Writings of Roman Jakobson, II. pp. 239-259.

Levi-Strauss, Claude

*1962a "Structural analysis in linguistics and anthropology" in, Structural Anthropology I, pp. 31-54.

1962b "Do Dual Organizations Exist" in Structural Anthropology I, pp. 132-163.

1962c "Postscript to Chapters III and IV" in Structural Anthropology I, pp. 206-231.

1966 The Savage Mind. (esp. chapters 1-5)

*1969a "The Story of Asdiwal". in, The Structural Study of Myth and Totemism, ed. by Edmund Leach, pp. 1-47.

1969b The Raw and the Cooked. Overture.

VI. Culture as a system of symbols: British theories of classification and tabu.

Bulmer, Ralph

*1967 "Why is the Cassowary not a Bird?" Man , n.s. 2:5-25.

Douglas, Mary

*1966 Purity and Danger. Chapter 3

1967 "Animals in Lele Religious Thought" in John Middleton, ed. Myth and Cosmos. pp. 231-247.

Leach, Edmund

1964 "Animal Categories and Verbal Abuse". In Eric Lenneberg, ed. New Directions in the Study of Language. pp. 23-64.

1958 "Magical Hair." Journal of the Royal Anthropological Institute of Great Britain and Ireland. 88, Part II. pp. 1-18.

VII. Culture as a System of Symbols in Action: what are the meanings given to cultural symbols; what kinds of symbolic systems are there; how are they used; religion, kinship, ritual, as symbolic systems.

Geertz, Clifford

1974a ."Thick Description: Toward an Interpretive Theory of Culture." in The Interpretation of Cultures by Clifford Geertz. pp. 3-30.

1974b "Religion as a Cultural System" ibid., pp. 87-125.

1974c "Deep Play: Notes on the Balinese Cockfight" pp. 412-453.

*1976 '"From the Native's Point of View": On the Nature of Anthropological Understanding'. in Keith H. Basso and Henry A. Selby, eds. Meaning in Anthropology, pp. 221-237.

Parsons, Talcott

*1973 "Culture and Social System Revisited." in, The Idea of Culture in the Social Sciences. Louis Schneider and Charles Bonjean, eds. pp. 33-46.

Schneider, David M.
*1968 American Kinship: A Cultural Account. esp. chapters 1,2,3,6.

1976 "Notes towards a theory of culture", In Basso and Selby, eds. pp. 197-220.

Turner, Victor
*1967a "Symbols in Ndembu Ritual." in, The Forest of Symbols by Victor Turner, pp. 19-47.

1967b "Color classification in Ndembu ritual: A problem in Primitive Classification" pp. 59-92.

*1969 The Ritual Process. Chapters 3,4,5.

Revisions for Anthropology 200 Course Syllabus

(note: old course number is Anthropology 20)

Insert in Section II (page 2):

Steven Feld
1982 Sound and Sentiment. (chapter on ecology and expressive forms)

Insert Section IV (page 3-4):

Robin Lakoff
1975 Language and Woman's Place (Part II)

Insert Section VII(p.5)

Section on gender identity:
Esther Newton
1979 Mother Camp

David M. Schneider and Raymond T. Smith
1976 Class Differences and Sex Roles in American Kinship and Family Structure. chapter 6

films: Kypseli: Worlds Apart
Some Women of Marrakech
Masai Women; Masai Manhood

Paul Friedrich
1978 The Meaning of Aphrodite. chapters 5,6,7,9.

In addition there will be considerable use of materials collected during my field research in central Brazil among the Kalapalo. and lectures developed from these readings and more general anthropological studies of ritual.

University of Arizona

Management 502-3,5
Fall 1981-82
12:30 - 1:45 pm T,Th

Professor John W. Dickson
Harvill 320
Office Hours: 2:00-3:00 TTh

Texts: Kolb, Rubin, McIntyre, Organizational Psychology: A Book of Readings, 3rd Ed., (abbreviated KRM in your assignments list).

Frost, Mitchell, Nord, Organizational Reality, (abbreviated FMN in your assignments list).

Course Objectives:

This course is intended as a basic organization theory course in a professional curriculum. We will review a number of theories concerning organizations and behavior in them. Also, via the use of cases and exercises students will develop their abilities to analyze situations and solve problems through the use of these theories.

Hopefully students will gain substantial knowledge and understanding of behavioral factors in organizations; factors that often inhibit or promote more "technical" considerations.

The course will be heavily involvement oriented and students are expected to be active participants in this type of learning experience.

Course requirements:

Midterm exam, October 22	25%
Final Exam, December 17	30%
Class participation	20%
Course paper, due November 12	25%
	100%

The course paper topic will be assigned by the instructor on or before October 1. Students will be expected to produce a scholarly piece, pertinent to course material, and executed in a professional style.

ASSIGNMENTS

August 25	Overview of the course. Expectations, procedures.
August 27	Nature of managerial work. Read Greenewalt (FMN, page 2) Case: Monday
September 1	Socialization in organizations. Read Schein (KRM, page 9), Berlew and Hall (KRM, page 24).
September 3	Socialization (continued). Read Quinn (FMN, page 6), Bennis (FMN, page 55), Loving (FMN, page 41), Aronowitz (FMN, page 175). Discussion of the practical issues involved in socialization attempts. Nature/types of pressures. How these get dealt with.
September 8	Learning and problem solving. Mintzberg (KRM, page 47), Argyris (KRM, page 59), Maier (KRM, page 367).
September 10	Learning and problem solving (continued). Group decision making exercise.
September 15	Individual motivation and behavior. Read McClelland (KRM, page 73), McClelland (KRM, page 87). Lecture/discussion on topic of what motivates people in work settings.
September 17	Individual motivation (continued). Read Oates (FMN, page 339), Cohen (FMN, page 343), Young Top Management (FMN, page 331), Dalton (FMN, page 213). Use motivation feedback questionnaire to analyze each persons own "profile".
September 22	Individual motivation (continued). Case: Pennsylvania Metals
September 24	Motivation and work. Read Pasmore (KRM, page 101), Hofstede (KRM, page 115), Clark (KRM, page 130), Warner and Rubin (KRM, page 160). Discussion of job design issues in motivation.
September 29	Motivation and work (continued). Read Terkel (FMN, page 153), Terkel (FMN, page 171), Henslin (FMN, page 159), Barrett (FMN, page 97), Kerr (FMN, page 307). Discussion concerning what people want/expect out of their jobs.

October 1	Motivation and work (continued). Exercise: Painters and Inspectors.
October 6	Interpersonal communication. Read Rogers and Farson (KRM, page 168), Athos (KRM, page 180), Gibb (KRM, page 192). Exercise: One-way and Two-way Communication.
October 8	Interpersonal Communication (continued). Read Preston and Quesada (FMN, page 110), Mound (FMN, page 144), Meyer (FMN, page 259). Case: Mr. Hart and Mr. Bing.
October 13	Interpersonal perception. Read Massarik and Wechsler (KRM, page 199), Zalkind and Costello (KRM, page 211). Movie: The Eye of the Beholder.
October 15	Interpersonal perception (continued). Read Jones (FMN, page 128), Terkel (FMN, page 153), Golodner (FMN, page 72), How to get along (FMN, page 77).
October 20	Interpersonal perception (continued) Exercise: Person Perception Feedback
October 22	Midterm exam.
October 27	Group dynamics. Read Likert (KRM, page 223), Janis (KRM, page 236) Complete the FIRO-B questionnaire BEFORE coming to class. Lecture/discussion on the FIRO model.
October 29	Group dynamics (continued). Read Janis (FMN, page 117), Culbert (FMN, page 411), Air Force A-7D (FMN, page 418), Ways (FMN, page 432).
November 3	Group dynamics (continued). Case: Slade Company
November 5	Leadership. Read Vroom and Jago (KRM, page 249), Miles (KRM, page 291), Kolb and Boyatzis (KRM, page 303), Kerr (KRM, page 320), Odiorne (FMN, page 115). Complete the LEAD instrument BEFORE coming to class.
November 10	Leadership (continued). Read Berlew (KRM, page 343), Kearns (RMN, page 264), Royko (FMN, page 265), Machiavellion Tactics (FMN, page 92) Complete the MACH V instrument BEFORE coming to class.

November 12	Leadership (continued). Cases: Two Head Nurses American Radiotronics
November 17	Managing conflict among groups. Read Brown (KRM, page 377), Strauss (KRM, page 389). Exercise: Towers
November 19	Managing conflict (continued). Read Pettigrew (FMN, page 197), Feuding (KRM, page 210), Hardesty (FMN, page 248), The Post (KRM, page 252). Exercise: Prisoners' Dilemma
November 24	Organization designs. Read Galbraith (KRM, page 409), Allen (KRM, page 419). Lecture on organizational structure.
November 26	Thanksgiving vacation.
December 1	Open systems/planned change. Read Clark and Krone (KRM, page 427), Nadler and Tushman (KRM, page 443), Beckhard (KRM, page 461), Dalton (KRM, page 473), O'Day (FMN, page 219).
December 3	Personal growth. Read Schein (KRM, page 498), Hailey (FMN, page 369), Miller (FMN, page 346), McQuade (FMN, page 380).
December 8	Personal growth (continued), and course review/wrap-up. As preparation for this class meeting students should form into triads and do the Life Planning exercise. This will take between five and six hours. We will discuss the results of the exercise in class.
December 17	Final Exam 10:30 - 12:30.

PHILOSOPHY 111

Introduction to Philosophy

Fall Semester, 1981

Instructor: Henning Jensen
Office: Soc. Sci. Bldg. 201, Hours: MWF 3-4; Other hours TBA

Discussion Section Leaders and Office Hours: TBA

Required Texts:

1. Plato EUTHYPHRO (Bobbs-Merrill)
2. Joel Feinberg (ed) Reason and Responsibility, 5th Edition (Wadsworth Publishing Company)

Course Requirements: There are no prerequisites for this course. Each student must attend the two main lectures each week and each student must be enrolled in a discussion section. Attendance at these discussions is required. Failure to attend regularly will result in being dropped from the course. Tentatively, there will be two hour exams during lecture periods, each worth about 20% of the course grade, a final worth 40% and work, including quizzes and papers in discussions, worth 20% of the course grade.

Type of Exam: Some essay; some objective.

Time of Final Exam: The final is on
Please take careful note of this before making your travel plans for Christmas.

First Assignment: Read Plato's Euthyphro

Tentative Outline of Topics: All reading are from text unless otherwise indicated.

Part I Reason and Religious Belief.

Articles by:
Saint Anselm, William Rowe, Saint Thomas Aquinas, William Rowe, Paley, David Hume "Dialogues", Flew, Hare, Mitchell, Stace, Russell, William James.

Part II Morality

Articles by:
Feinberg "Psychological Egoism"
Walter Stace "Ethical Relativism"
John Stuart Mill "Utilitarianism"
I. Kant Handout (to be provided)
Peter Singer "Famine, Affluence, and Morality"

PHILOSOPHY 113

Introduction to Moral and Social Philosophy

Fall Semester, 1980

Instructor: Henning Jensen
Office: Social Sciences 201 - Hours: MWF 3-4; other hours TBA

Discussion Section Leaders and Office Hours: To be announced.

Required Texts:

1. John Hospers: Human Conduct (Shorter Paperback Edition) published by Harcourt Brace Jovanovich, Inc.

2. Richard Wasserstrom (editor): Today's Moral Problems, 2nd edition, Macmillan Paperback.

Course Requirements: There are no prerequisites for this course. Each student must attend the two main lectures each week and each studnet must be enrolled in a discussion section. Attendance at these discussions is required. Failure to attend regularly will result in being dropped from the course. Tentatively, there will be two hour exams during lecture periods, each worth about 20% of the course grade, a final worth 40% and work, including quizzes and papers in discussions, worth 20% of the course grad.

Time of Final Examination: The final is on Wed. December 17, 10:30-12:30. Please take careful note of this before making your travel plans for Christmas. Requests for make-up finals, because of conflicts with travel plans, cannot be approved.

Humanities Group Requirement: This course may be used towards fulfillment of the Humanities Group Requirement. See the University Catalogue.

Examinations: will cover both readings and lectures. They will probably involve a mixture of objective and essay questions.

First Assignment: Read Chapter I of the Hospers text (1-39).

Tentative Outline of Topics to be covered (Assigned readings in parentheses)

Part I

1. Introductory: The Scope of Ethics: (Hospers, 1-22)
2. Ethical Relativism Hospers (25-39)
3. Egoism: (1) Psychological (2) Ethical (Hospers, 141-174)
4. Utilitarianism (Hospers, 199-226)

Part III Determinism and Free Will

Articles by:
Salmon: "Determinism and Indeterminism in Modern Science"
Stace, Hospers, Taylor, Campbell, Frankfurt, Beardsley

Part IV Human Knowledge: Its Ground and Limits

Articles by:
Descartes, Berkeley, Vesey, Russell, Hume, Salmon

PRELIMINARY BULLETIN

PHILOSOPHY 238

PHILOSOPHY IN LITERATURE

Fall Semester, 1979

TIME: M W F 2:00 p.m.

Place: Social Science 311

Instructor: Henning Jensen

Office Hours: After class, M W F at 3:00 p.m. Tuesdays at 2:00 p.m. Other hours by appointment in Social Sciences Building Room 201.

Prerequisites: None

Humanities Requirement: This course may be used towards the Humanities Requirement of the College of Liberal Arts.

Term Paper Requirement: Short papers will be required.

Exams: Most will be of essay type. We will most likely have two one-hour exams, (each worth about 30%) and a two hour final, worth about 40%. Students not used to philosophy exams should be strongly advised that not much credit will be given on exams just for retelling the "story" plot. Emphasis must be given to presenting reasons and arguments.

First Assignment: 1. Read the handout article by Baier entitled "The Meaning of Life"

2. Read "The Death of Ivan Illych" by Tolstoi.

Purpose of the Course: To provide discussion of a number of philosophical problems which arise in literature and, especially, in a number of contemporary plays. Examples of some philosophical problems to be discussed: death, the meaning of life, the liberation of women, guilt and responsibility, the absurd, personal identity, alienation, and punishment.

Books Required to Buy: (All are fairly inexpensive paperbacks)

BECKETT Waiting for Godot Evergreen or Grove
BECKETT Endgame Grove
CHEKHOV Major Plays Signet
CAMUS The Stranger Randon (Vintage)
IBSEN Four Major Plays Airmont
MELVILLE Billy Budd with the Incantadas Airmont
OSBORNE, John Look Back in Anger Bantam
PINTER The Caretaker Grove
SHAFFER Equus Avon
STOPPARD Rosencrantz and Guildenstern and Dead Grove
TOLSTOY Death of Ivan Illych & Other Stories Signet

5. Kant's Ethical Theory
    - (i) of moral goodness (Hospers 264-274)
    - (ii) of obligation (" 275-296)
6. Rules and Consequences
    - (i) Ross and prima facie duties (Hospers 297-310)
    - (ii) Rule Utilitarianism (" 311-344)
7. Justice
    - (i) Justice and equality (Hospers 417-432)
    - (ii) Justice and desert: reward (Hospers 432-450)
    - (iii) Justice and desert: punishment (Hospers 451-468)

Part II Today's Moral Problems

1. Abortion (Wasserstrom 1-72, uncluding the Rue v. Wade Supreme Court decision and articles;
    - Thomson: A Defense of Abortion
    - Warren: On the Moral and Legal Status of Abortion
    - Werner: The Ontological and Moral Status of the Unborn
2. Racisim and Sexism: (Wasserstrom 75-104, 119-133.
   Articles by:
    - Wasserstrom: On Racism and Sexism
    - Thomas E. Hill: Servility and Self-Respect
3. Sexual Morality: (Wasserstrom 288-314)
   Articles by:
    - Wasserstrom: Is Adultery Immoral
    - Neu: What is Wrong with Incest?
    - Atkinson: The Morality of Homosexual Behavior
4. Privacy: Wasserstrom (359-391; 434-450)
   Articles by:
    - Katz vs. United States
    - Fried: A Rational Contest
    - Reiman: Privacy, Intimacy, and Personhood
    - Feinberg: Legal Paternalism
5. Punishment: Wasserstrom (471-491)
    - Morris: Persons and Punishment

Part III Conclusion: Why Ought I to be Moral?
(Hospers 174-199)

PHILOSOPHY 328

Aesthetics

Instructor: Henning Jensen
Office: Soc. Sci. 201; Hours: MWF 3-4; other hours TBA

Required Text: Morris Weitz: Problems in Aesthetics

Course Requirements: There are no prerequisites for this course. Because lively discussion is a higly desirable part of the course, regular attendance is required. Tentatively, there will be two hour exams each worth about 20% of the course grade, papers worth 20%, and a final worth 40%. Exams will be mostly "essay type."

First Assignment: Read the selection by Plato and the handout by Goodman.

Tentative Outline of Topics and Readings (Starred readings are handouts, or on reserve in the library; others are from the Weitz text.)

I. The Definition of Art

*Nelson Goodman, Cahpter I, Languages of Art
Plato
Aristotle
Parker
Morris Weitz
*W. Kennick "Does Traditional Aesthetics Rest on a Mistake"
*J. Passmore "The Dreariness of Aesthetics"
*G. Dickie "The Institutional Theory of Art"

II. The Form-Content Distinction

R. Fry
*C. Bell
D. Parker
A.C. Bradley from "Oxford Lectures and Poetry"

III. Expression in Art

Collingwood
John Hospers
*O.K. Bouwsma "The Expression Theory of Art"
Tolstoi

IV. Meaning and Art

S. Langer
*Beardsley

V. Intentions and Art

Wimsatt and Beardsley
*H. Aiken "The Relevance of the Artist's Intentions"

Articles (on reserve or handouts): These will be used to supplement the required texts.)

1. Kurt Baier "The Meaning of Life."
2. J.S. Mill "On the Subjection of Women."
3. R. Solomon "On Camus' The Stranger."
4. Thomas Nagel "The Absurd."
5. Thomas Hill "Servility and Self-Respect."
6. Herbert Morris "Persons and Punishment."
7. Duerrenmatt "Traps."
8. Henry D. Aiken "On the Relevance of Artists' Intentions."

Prof. Juan Gilabert
Modern Languages Building

Spanish 513 THE CONTEMPORARY SPANISH NOVEL

Basic reference books:
- Foster. *Aspects of the novel.*
- Lukacs. *Theory of the novel.*

Texts:
- Cela. La familia de Pascual Duarte.
- Carmen Laforet. Nada.
- A. M. Matute. Primera memoria.
- R. Sender. Mossén Millán.
- Sánchez Ferlosio. El Jarama.
- Martín-Santos. Tiempo de silencio.
- Juan Marsé. Ultimas tardes con Teresa.
- M. Delibes. Cinco horas con Mario.
- Candel. Han muerto a un hombre, han roto un paisaje.
- Anibal Alvarez. Llanto por un pueblo andaluz.

Aims of this course:

a) To reach a synthesis (in ethics and aesthetics) of the evolution of the Spanish novel under the dictatorship of Franco and beyond. The selection of novels is by no means exhaustive; this is justified by the attention given to literary quality as well as to social and historical representativeness.

b) Although form and structure will be studied, the main focus of this course is the demonstration that art (specifically the novel) reacts to a great extent to a specific social evolution which in the case of Spain may or may not be different than in the rest of the Western world. Economic and social conditions, for example, are clearly at work as far as the reworking of "timeless" topics and others are intensified due to the rapid industrial evolution. One interesting fact is, for instance, the radical questioning of traditional values. Institutions like the state, the family (the rôle of women in society) and the meaning (or lack of it) of life are relentlessly demolished and demystified, and yet no clear-cut solutions or even the hope of solutions are proposed. It is perhaps symptomatic of this fictional chaos that at least two of the major novelists of contemporary Spain are women and in both cases they depict the most desolate picture of the human condition. We will try to explain why this is so.

c) The other aim of this course is to closely analyze the very texts of the novels selected in order to study the aesthetic form adopted by the writer in question. For instance, can we speak of an aesthetic of the bourgeoisie, of the lower classes or of women?

VI. Artistic Creation

- Vincent Tomas
- M. Beardsley

VII. The Aesthetic Attitude

- E. Bullough
- *G. Dickie "The Myth of the Aesthetic Attitude"

VIII. Criticism

- *C. Stevenson "On the 'Analysis' of a Work of Art"
- M. Macdonald
- A. Isenberg
- C.L. Stevenson
- *George Dickie, selections on "Evaluation" from Aesthetics.
- M. Weitz

J. oetinck

Outline for an Anthology of French Literature from the Middle Ages through the XVIIth century.

Authors marked by * are not included in the anthology presently used by most American universities (Morris Bishop).

General Instructions:

a) This course will be conducted basically in Spanish, both for spoken and for written work. Nevertheless, in instances of linguistic difficulty or during the presentation or discussion of texts (criticism) in English, this language will be used sporadically. Exams, papers of written or oral class presentations must be in Spanish.

b) Tentatively, each student will have to take two exams, the first at about midterm and the second at the end. Also, each graduate student should make a class presentation of a novel or critical work that will be assigned in addition to those planned for this course.

c) The pedagogical system to be used is based on systematic and detailed discussion of the assigned texts; ideas, criticisms or commentaries made by the students will be respected and appreciated as long as they can be reasonably and liberally be applied to the subject and aesthetics of the texts. Therefore, in order to obtain the maximum of justice and fairness in determining grades, participation in the discussion of texts and regular attendance in class (in addition, of course, to the results of exams and class presentations) will be very important to the final grade.

d) The bibliography has been compiled in order to assist the student (bibliography attached). It is not required reading.

Middle Ages.

Chanson de Roland

Pélerinage de Charlemagne à Jérusalem

Roman de Renart

Tristan et Yseut

Marie de France   *Les Lais*

Chrestien de Troyes   *Yvain*

Lancelot

• Marguerite d'Oingt   mystic

• Trobairitz   poésie féminine "chanson d'ami" counterpart to canso d'amor
(la Comtesse de Die)
"chanson de mal mariée"

"chanson de toile"

Roman de la Rose   Guillaume de Lorris
Jehan de Meung

• Christine de Pisan

Villon

Theatre: *La Farce du Cuvier*

La Farce de Maistre Pathelin

XVIth Century.

Rabelais

Montaigne

Du Bellay

Ronsard and Pléiade

d'Aubigné

Marot

Baroque poets

- Add: Marguerite de Navarre
- Pernette du Guillet
- Louise Labé

XVIIth Century.

Racine
Corneille
Molière

Descartes
Pascal
• Mlle de Scudéry
Mme de La Fayette
Mme de Sévigné
• Mme de Caylus
Cardinal de Retz
La Fontaine
La Rochefoucauld
La Bruyère
Boileau

La Querelle des Anciens et des Modernes
• add Mlle Lefèvre
• Mme Dacier

Political Science 102:
Intro. to American Government
Clifford Lytle

The Courts and Sex Discrimination

One of the most important legal tools in dealing with cases involving sex discrimination is the Equal Protection Clause of the Fourteenth Amendment. It forbids discriminatory classifications based on sex as well as race. The tests which the Court has used in settling these disputes, however, vary according to the type of classification. In cases involving racial discrimination, the Court utilizes what is referred to as the "inherently suspect" test. Any classification based upon race is inherently suspect and demands exacting scrutiny by the Court. This is the most rigorous test available to the courts and thus affords Black Americans and other racial and ethnic groups a great deal of judicial protection against discriminatory practices.

Women are not extended this high level of protection. Traditionally the Court has used what is known as the "rationality" test to deal with problems of sex discrimination. Under this test, the Justices need find but a "reasonable" basis for the classification. If the sex classification is "reasonable" (and thus rational), the Court will defer to the legislative judgment and permit the classification to stand. One can see at a glance that there is a marked difference between the rigorous "inherently suspect" test required for racial classification cases and the nominal "rationality" test used in sex discrimination cases. Women thusly, have been afforded much less legal protection under the Equal Protection Clause of the Fourteenth Amendment than racial groups.

The Attempt To Bring About A Change

In 1963, the President's Commission on the Status of Women, among other things, noted the discrepancy between the way that the High Court treated cases involving racial discrimination and that of sex discrimination. The Commission urged that the courts extend to women the same high standards of constitutional equality as extended to racial groups, i.e., use of the "inherently suspect" test. It was also at this time that women groups began to press for an Equal Rights Amendment which would require the same constitutional safeguards be extended to women. This latter movement, of course, involves a policy issue that is still pending, and not a legal issue. But ratification of the ERA could effect the manner in which courts decide cases involving sex discrimination.

There are three Supreme Court decisions which well illustrate the status of this constitutional problem today: Reed v. Reed, Frontiero v. Richardson, and Craig v. Boren.

Reed v. Reed, 404 U.S. 71 (1971). The American Civil Liberties Union undertook this case in an effort to convince the Supreme Court that issues involving sex discrimination should be judged by the "inherently suspect" test. The case involved a young boy who died intestate (without a will). Both the mother and father, who were separated, wanted to administer the boy's estate. Under Idaho law, both were eligible to perform this function. However, in cases where both the mother and father were equally qualified, the Idaho law gave preference to the father. The ACLU sued on behalf of the mother urging the Court to adopt the "inherently suspect" test in deciding if the Idaho law was discriminatory against women.

In a unanimous opinion, the Supreme Court struck down that Idaho law as being discriminatory and hence a violation of the Equal Protection Clause of the 14th Amendment. But in handing down this decision, the Court refused to apply the "inherently suspect" test as advocated by the ACLU. Chief Justice Burger, who wrote the Court's opinion, stated that:

> "the question presented by this case....is whether a difference in the sex of competing applicants for letters of administration bears a rational relationship to a state objective...."

Clearly, this is the personification of the "rationality" test which the Court has traditionally used in handling cases involving sex discrimination. So while the ACLU won the case for Mrs. Reed, it lost its main objective which was to get the Court to adopt the "inherently suspect" test.

It might be noted that in the *Reed* case, Burger alluded to the fact that whenever a law treats the sexes differently, it must have a fair and substantial relation to some legislative purpose or goal. While this was not the test used by Burger in deciding the case, this phrase - *fair and substantial relation* - comes up later as an alternative test which the Court adopts. Hence, it offers a preview of coming attractions.

Frontiero v. *Richardson*, 411 U.S. 677 (1973). Sharron Frontiero was an Air Force officer who sought increased benefits for her husband, a dependent. The spouses of male Air Force personnel automatically qualify as dependents under the law and are entitled to medical and dental benefits; however, spouses of female Air Force personnel are not dependents and do not qualify unless they are in fact dependent for over 1/2 of their support. When Sharron Frontiero's application for benefits for her husband was denied, she sued claiming the law denied her Due Process of Law under the 5th Amendment. (Note....since this was a federal and not a state case, Frontiero had to use the 5th Amendment since the 14th Amendment pertains only to the states. The concept of Equal Protection, however, has been read into the Due Process Clause of the 5th Amendment so as to handle cases such as this.) The ACLU, which lost in its attempt to get the Court to adopt the "inherently suspect" test in *Reed* v. *Reed*, associated itself with the *Frontiero* case in the capacity of an *amicus curiae* and again urged the Court to adopt the more rigorous test.

Once again the Court refused to adopt the "inherently suspect" test. The Court, did, however, find that Sharron Frontiero was a victim of sex discrimination and that this violated her 5th Amendment rights.

The opinion in the Frontiero case is a bit misleading. Mr. Justice ~~Douglas~~ Brennan wrote for the majority and phrased his opinion in such a manner as to indicate that the Court might well accept the "inherently suspect" test as a basis for deciding cases involving sex discrimination. Note the following statement by ~~Douglas:~~ Brennan

> "With these circumstances in mind, we can only conclude that classifications based upon race, alienage, or national origin, are inherently suspect, and must therefore be subjected to strict judicial scrutiny."

A careful reading of the opinion, however, indicates that only three other Justices agreed with Douglas' notion that the "inherently suspect" test should be utilized in cases involving sex discrimination. Three other Justices, while agreeing with the conclusion that Frontiero had been discriminated against, continued to adhere to the old "rationality" test. When these three are joined with Mr. Justice Rehnquist, who dissented, and Mr. Justice Stewart who concurred in the judgment only, it is clear that the ACLU again was unsuccessful in convincing a majority of the Court to adopt the more rigorous "inherently suspect" test in cases dealing with allegations of sex discrimination.

The Development of a New Test

The controversy over which test would be used in sex discrimination cases came to a climax in 1976 in the case of Craig v. Boren. It is here that the Supreme Court struck a legal compromise in settling the issue by creating an entirely new test - the "substantial relationship" test.

Craig v. Boren, 429 U.S. 190 (1976). This case involved an Oklahoma state law that permitted women to buy 3.2 beer at the age of 18, but required men to be 21 before they could make such a purchase. Oklahoma contented that the law had a rational basis because statistics indicated that young male drinkers were more often arrested for drunk driving and were involved in a higher rate of traffic accidents. The males argued that the law violated the Equal Protection Clause of the 14th Amendment in that it discriminated against them.

The Court, in a 7-2 decision, struck down the law as being discriminatory. The Court, however, did not use the "rationality" test in arriving at this decision. Indeed, it also rejected the use of the "inherently suspect" test. Instead, the Court developed what has been called the "substantial relationship" test. If classifications based upon sex are to be legal, the classifications "must be substantially related" to a governmental objective. The majority of Justices relied heavily upon Reed v. Reed and the dicta in that case by Chief Justice Warren. The majority, interestingly, ignored the fact that Reed had been decided by use of the old "rationality" test. Chief Justice Burger and Mr. Justice Rehnquist dissented on the ground that the "rationality" test should have been used. In their view, this traditional test would have been sufficient to uphold the validity of the Oklahoma statute. While Justice Stewart agreed with the majority's decision that the law was invalid, he continued to adhere to the "rationality" test as well. Still, Craig v. Boren appears to have settled the question, at least for the time being. Six of the nine Justices have coalesced behind the "substantial relationship" test.

Where does all of this leave women in the hierarchy of legal preferences adopted by the Justices? The rights of women are not accorded the degree of protection extended to racial and ethnic groups. These latter groups have the benefit of strict judicial scrutiny through the application of the "inherently suspect" test. Furthermore, in most instances aliens also are given this high level of protection. With the exception of problems relating to jobs in the public sector, classifications based upon alienage are measured through the use of the "inherently suspect" test. So even resident aliens are accorded a higher degree of constitutional scrutiny than women.

In all probability the legal issue attendant to this struggle has been settled, at least for the foreseeable future. But it is precisely this legal issue that gives rise to the continuing struggle in the policy arena. If the Equal Rights Amendment is ratified, this would require, in the minds of many judicial critics, the Court to treat women and their claims of constitutional deprivations in the same manner that it treats racial minorities, ethnic groups, and resident aliens. This, of course, would assure that the "inherently suspect" test be used to determine the rights of all of these claimants. Until that time arrives, the Equal Protection Clause of the 14th Amendment will remain more equal for some than others.

Introduction to Anthropology/Lecture 3

Anthropology 100A/Fall 1980

Dr. Andrew Moore
Office: Anthro. 415
Phone: 626-3401
Hours: Tuesday, 10-12:00
Thursday, 10-12:00

Dr. Mary Ellen Morbeck
Office: Anthro. 214
Phone: 626-3961
Hours: Tuesday, 10-12:00
Wednesday, 11-12:30

Teaching Assistants:

Rick Sumner
Office: Anthro. 313
Phone: 626-2796
Hours: Thursday, 11-1:00

Kay Simpson
Office: Cube "P" Anthro. 124
Phone: 626-2846
Hours: Thursday, 11-12:00
Friday, 9-10:00

Course Time and Place: T/TH, 9:00-9:50, Old Law 201
Discussion sections 13-18 only

Course Requirements: The study of Anthropology is the study of every aspect of the human condition. Anthropology 100A deals with two subfields within the broader discipline. These subfields are Archaeology and Physical (Biological) Anthropology.

There are two (2) exams given in Anthropology 100A/Lecture 3. Each exam is worth 25% of your final grade (50% total). Assignments due in discussion sections make up another 50% of your grade.

Textbooks:

Jolly, C. J. and F. Plog, 1979. Physical Anthropology and Archaeology (Second Edition).

Thomas, D. H., 1974. Predicting the Past.

Hoagland, M. B., 1978. Roots of Life.

Plus:

Several additional articles: to be announced.

Radio-Television 100: Introduction to Broadcasting
TTh 9:30-10:45 MLB 350
Spring, 1981
Dr. W. T. Slater
Office: MLB 221

Text: Perspectives on Radio and Television, F. Leslie Smith.
Harper & Row: New York, 1979.
Supplemental Reading: Articles in Broadcasting magazine and other periodicals as assigned.

Course Description

Radio-Television 100 surveys the major aspects of broadcasting, including its origin and historical development; economic and cultural impact on society; legal, educational and aesthetic dimensions, and the influences exerted on broadcasting by print, film and other media.

Course Objectives

Your understanding, enjoyment and success in this course depend on your diligent and thoughtful reading of the text and supplementary reading materials as well as your sincere efforts to attend all lectures and participate in class discussions. In a lectured-oriented course, your ability and effort to read and listen carefully are essential to your progress during the semester.

By the end of the term, you will have enough background information about the broadcasting industry and other related media to be conversant with media terms and knowledgeable about broadcasting's development. With this knowledge, you will be able to begin forming your own perspective of mass communication.

Quizzes and Tests

The best way to assimilate any body of information is to read quickly first, then study it more carefully at least a second time. In this way you become familiar with key terms, dates, developments and concepts. To reinforce your study of the written and lecture material, you will be given at least two unannounced quizzes during each half of the semester, plus a mid-term and final exam.

Neither the quizzes nor the tests can be retaken, if they're missed. The quizzes will comprise approximately one third of your grade, the mid-term roughly one third, and the final about one third. Greater emphasis will be given to your improvement or lack of it as the term progresses. If you show consistently serious effort, your quiz and test scores should improve.

Note: Number two (2) lead pencils should be brought to each class meeting.

OVER

Attendance

You are expected to attend all class sessions. The lectures are designed to clarify and supplement the text, not merely to repeat it. Also, as time permits during a lecture session, there will be some class discussion. Either your direct participation in or close following of such discussions will both aid your understanding of the lecture material and enhance the learning environment of the classroom.

For these reasons, your consistent attendance will be essential to your success in this class. By regularly attending, you will be present for all four quizzes that will better prepare you for the mid-term and final exams.

Classroom Etiquette

Smoking and drinking any beverage in class are prohibited. Additionally, being on time is especially important in a large class. Students trailing in after the designated starting time are both disruptive to other students and to the professor. Moreover, tardiness reflects unfavorably on you.

RTV 100 Class Schedule

Spring, 1981
Dr. W. T. Slater

Date	Lecture	Assign
January		
Th 15	Orientation Definitions	Ch's. 2 and 3
T 20	Discuss Ch's. 2 and 3--Development of Radio	Ch's. 9 and 10
Th 22	Discuss Ch's. 9 and 10--Radio's Physical Properties	Ch's. 4 and 11
T 27	Discuss Ch. 4--Development of Television Discuss Ch. 11--TV's Physical Properties	Ch's. 5 and 6
Th 29	Discuss Ch. 5--Production, Programs, Performance	Ch. 7
February		
T 3	Discuss Ch. 6--Programming Discuss Ch. 7--News	Ch's. 8 and 16
Th 5	Discuss Ch. 8--Commercials Discuss Ch. 16--Sales and Advertising	Ch. 17
T 10	Discuss Ch. 17--Rates and Ratings	Ch's. 18 and 19
Th 12	Discuss 18--Local Station Operation	Review text and notes
T 17	Continue discuss Ch's. 18 and 19	Review text and notes
Th 19	Holiday - No Class	
T 24	Review for mid-term exam	Review text and notes
Th 26	Mid-term exam	Ch. 12
March		
T 3	Discuss mid-term; discuss Ch. 12--Communications Act of 1934	Ch. 13
Th 5	Discuss Ch. 13--Regulation	Ch. 14
T 10	Discuss Ch. 14--Broadcasting and the First Amendment	Ch. 15
Th 12	Discuss Ch. 15--Ethics and Self-Regulation	Ch. 21

Date	Lecture	Assign
March		
T 17	Spring Recess	
Th 19	Spring Recess	
T 24	Review Ch's. 12-15; begin discussing Ch. 21 Pay Television Systems	Ch. 22
Th 26	Finish discussing Ch. 21; begin discussing Ch. 22--Radio and Television's Other Forms, Uses.	Ch. 23
T 31	Finish discussing Ch. 22; begin discussing Ch. 23--Print, Film and Nonelectronic Media	Review Ch's. 21-23 and notes
April		
Th 2	Historical Aesthetic Development of Film	Review lecture notes Ch. 24
T 7	Discuss Ch. 24--International Broadcasting	Ch. 25
Th 9	Discuss Ch. 25--Factors in Mass Communication Effectiveness	Ch. 26
T 14	Discuss Ch. 26--Effects of Mass Communication	Ch. 27
Th 16	Continue discussing Ch. 26; begin discussing Ch. 27--Mass Communication Research and Theory	Review Ch's. 25-27
T 21	Finish discussing Ch. 27	Ch. 20
Th 23	Mass Communication Theory	Review text and notes
T 28	Mass Communication Policy	Review text and notes
Th 30	Discuss Ch. 20--Careers in Broadcasting	Review text and notes
May		
T 5	Review for Final Exam	
T 12	Final Examination 8:00 a.m. 350 MLB	

811.13:pv

William Slater
Radio / TV
Fall 1981

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Women in Media

Bestsellers staff. "Magazines that Grow and Change with the women who read them. In Robert Atwin, Barry Orton, and William Vesterman (Eds.), *American Mass Media: Industries and Issues*. New York: Random House, 1978, pp. 226-29.

Cassata, Mary B. and Niki Scher. "You've Come a Long Way Baby...from Minnie Mouse to Wonder Woman." In Mary B. Cassata and Molifi K. Asanta (Eds.) *Mass Communication: Principles and Practices*. New York: McMillan Publishing Co., Inc., 1979, pp. 203-17.

Guenin, Zena Beth. "Women's Pages in the 1970's." In Michael Emery, B.C. Smythe, and Ted Curtis (Eds.), *Readings in Mass Communication: Concepts and Issues in the Mass Media*. Dubuque, Iowa: William C. Brown Co. Publishers, 1977, pp. 295-303.

National Advertising Review Board. "Advertising Portrayed or Directed to Women." Taken from *Advertising Age* and reprinted in Joseph F. Littell (Ed.), *Coping with the Mass Media*. Evanston, Illinois: McDougal, Littell and Co., 1979, pp. 125-29.

Pograbin, Letty Cottin. "Ten Cogent Reasons Why TV News Fails Women." In Michael Emery, B.C. Smythe, and Ted Curtis (Eds.), *Readings in Mass* Communication: Concepts and Issues in the Mass Media. Dubuque, Iowa: William C. Brown Co. Publishers, 1977, pp. 303-5.

Williams, Carol Traynor. "It's Not So Much, You've Come a Long Way, Baby--as You're Gonna Make it After All." In Horace Newcomb (Ed.) *Television: The Critical View*. New York: Oxford University Press, 1979, pp. 54-74.

Butler, Matilda and William Paisley. "Equal Rights Coverage in Magazines Summer 1976" *Journalism Quarterly* 55 (1) , Spring 1978, pp. 157-60.

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Fall 1981

History 419
The French Enlightenment
Vignery

History 419 is an introduction to the cultural history of eighteenth-century France. It is designed to acquaint students with major intellectual and artistic currents in France between 1715 and 1789 and the socio-political context in which they developed. In addition to the reading assignments listed below, each student will submit by the end of the fourteenth week an essay of eight to ten typewritten pages on a special topic having to do with the French Enlightenment. There will be a required hour examination about the sixth week of classes, an optional examination about the twelfth week, and a two-hour final examination at the end of the semester. Examinations will be made up of essay and identification questions formulated in such a way as to sample the student's mastery of interpretive issues as well as factual course content. No "curve" will be applied to examination grades, which will be based on individual performance rather than competitive ranking. Semester grades will be determined by computing the average of examination and essay grades, with the percentage weight given to each component dependent upon whether or not the student takes the optional examination.

Attendance is not required, except at times of scheduled examinations; but students are responsible for all material presented in lectures and discussions. There will be no makeup examinations. Every class member should become familiar with University rules regarding drops and incompletes. Note especially that a grade of Incomplete can be awarded only if a major portion of the course work has been completed, and a drop without penalty must be processed before the deadline given in the Academic Calendar at the front of the biennial catalog. Academic dishonesty has never been a problem in this course, but departmental regulations require written notification that cheating of any kind, including plagiarism, will not be countenanced.

Office: 137B Social Science
345D Modern Languages
Office Hours: 9:00-9:30 TTh

Required Paperbacks
- Artz, F. B. The Enlightenment in France.
- Becker, Carl. The Heavenly City of the 18th Century Philosophers.
- Redman, B. R., ed. The Portable Voltaire.
- Montesquieu. The Persian Letters.
- Rousseau. The Confessions.
- Diderot. Rameau's Nephew.

LECTURE TOPICS AND READING ASSIGNMENTS

I. Introduction

II. The Political and Social Setting
Read the sections on the eighteenth century in any Western Civilization or Modern Europe textbook.

III. The Cultural Legacy of the *grand siècle*
Artz, pp. 1-29.

IV. Introduction to Eighteenth Century Intellectual History
Artz, pp. 30-49.
Becker, complete.

V. The Philosophes
Artz, pp. 50-153.
Montesquieu, complete.
The Portable Voltaire, pp. 1-51, 166-218, 229-328, 497-569.
Rousseau, complete.
Diderot, complete.

VI. The Low Enlightenment

VII. Styles in Art and Music

The French Enlightenment

- I. Introduction and Course Mechanics
- II. The European Political and Social Setting
  - 1. Politics and Diplomacy
    - a) Absolutism and Dynastic Conflict, 1715-1763
    - b) New Directions, 1763-1789
      - 1) International Relations
      - 2) "Enlightened Despotism" in Domestic Politics
  - 2. European Society in the 18th Century
    - a) "Classic" structure of French society: Three Estates
    - b) Europe as a whole: Privileged and Unprivileged
    - c) Principal classes: Nobility, peasantry, middle class
    - d) Moral standards: Public and Private Morality
    - e) Status of Women
    - f) Popular diversions
    - g) Economic conditions
- III. The Cultural and Intellectual Legacy of the Grand Siècle
  - 1. Literary styles and values of the Classical Age
    - a) Chronology and the role of France
    - b) Importance of the drama
    - c) Significant characteristics of Classicism
  - 2. 17th Century Political Ideas
    - a) The central problem: Might vs. Right
    - b) The Divine Right Tradition
    - c) John Locke (1632-1704) and Thomas Hobbes (1588-1679)
  - 3. Economic Thought: Mercantilism and Seeds of Opposition
  - 4. A New Intellectual Climate in the Making
    - a) Changing concepts of the universe and man
      - 1) The "Crisis of the European Conscience"
      - 2) Isaac Newton and the Law of Nature
    - b) The Challenge to Classicism: Quarrel of the Ancients and the Moderns
    - c) Manifestations of Free Thought and the Critical Spirit
      - 1) Pierre Bayle, 1647-1706
      - 2) Fénelon, 1651-1715 (François de Salignac de la Mothe Fénelon)
      - 3) Fontennelle, 1657-1757 (Bernard de Bouvier de Fontenelle)
- IV. Introduction to 18th Century Intellectual History
  - 1. The Search for a New Intellectual Framework
    - a) Challenge to Orthodoxy and Classicism (Summary)
    - b) Quest for a new intellectual-moral synthesis
  - 2. The "Philosophic Spirit"
  - 3. Some Points of Emphasis in the Enlightenment
    - a) Progress
    - b) Reason and Nature
    - c) Cosmopolitanism
    - d) Toleration
  - 4. Approaches and Methods of the Philosophes
  - 5. New Literary Trends
    - a) Styles and values: Reason and Sensibilité
    - b) Literary innovations

V. The Philosophes

1. Montesquieu, 1689-1755 (Charles-Louis de Secondat, Baron de Montesquieu)
   - a) Biographical sketch
   - b) Relationship to prevailing intellectual currents
   - c) Works
     - 1) *Persian Letters*, 1721
     - 2) *Considerations on the Grandeur and Decadence of the Romans*, 1734
     - 3) *Spirit of the Laws*, 1748
       - a. Composition, publication and reception
       - b. Objectives and organization
       - c. Division of powers
   - d) Interpretations of Montesquieu's political thought
2. Voltaire, 1694-1778 (François-Marie Arouet)
   - a) Life in brief
   - b) Works and ideas
     - 1) *Philosophical Letters*, 1734
     - 2) Voltaire's Religion
     - 3) Social and Economic Ideas
     - 4) Voltaire as Historian
     - 5) Voltaire on Intellectual Freedom
3. Jean-Jacques Rousseau, 1712-1778
   - a) Rousseau the man and the philosophe
   - b) Rousseau's "Warm Deism"
   - c) Political Theory: *The Social Contract*, 1762
   - d) Rousseau and Education: *Emile*, 1762
     - 1) Circumstance of publication
     - 2) Theme of the work
     - 3) Stages of child development
     - 4) Evaluation
   - e) Rousseau and "Pre-Romanticism": *The New Héloise*, 1761
     - 1) Sensibilité in the life and works of Rousseau
     - 2) Composition of the *Nouvelle Héloise*
     - 3) The Story and its message
     - 4) Social and literary impact
4. Denis Diderot, 1713-1784
   - a) Life and reputation as a philosophe
   - b) Religious thought
   - c) Political views
   - d) Diderot and the novel: the experimental approach *Les Bijoux indiscrets*; *La Religieuse*; *Jacques le fataliste*; *Le Neveu de Rameau*
   - e) Diderot as Playwright, dramatic theorist and art critic
     - 1) The *Drame Bourgeois*: theory and practice
     - 2) The "Salons", 1759-1781. Art criticism

4. Denis Diderot, cont.
  f) *The Encyclopédie*: Synthesis of the Enlightenment
    1) Origin of the project
    2) Difficulties in publication
    3) Contents and significance
  g) The "Modernity" of Diderot

5. The Physiocrats
  a) Leading figures
  b) Economic theories
  c) Educational ideas
  d) Political theory--legal despotism
  e) Significance and influence

6. Important Secondary Figures
  a) Abbé de Condillac (Etienne Bonnot), 1714-1780
    1) The Man
    2) *Treatise on Sensations*, 1754
  b) Julien Offray de la Mettrie, 1709-1751
    1) Biography and intellectual significance
    2) *L'Homme machine*
  c) Claude-Adrien Helvétius, 1715-1771
    1) Biography
    2) *On the Mind* (1758) and *On Man* (1772)
  d) Baron d'Holbach (Paul Thiry), 1723-1789
    1) The man and his works
    2) Contributions to the Enlightenment
  e) Jean le Rond d'Alembert, 1717-1782
  f) Marquis de Condorcet: A philosophe and the French Revolution, 1743-1794
    1) Scholar, educational theorist and political figure
    2) The Cult of Progress: *Historical Sketch of the Progress of the Human Mind*

VI. Styles in Art and Music
  1. The problem of periodization
  2. Art: Baroque, Rococo and Neo-Classical
  3. Music: Baroque, Rococo and Classical

VII. Conclusion: The Living Spirit of the Enlightenment

APPENDIX D - FALL, 1981 WORKSHOP PROGRAM

SCHEDULE

AUGUST 21, 1981

8:30 AM	Meet at Motor Pool to board vans (just south of Campus Police Office)
9:30 AM	Arrive at Oracle Conference Center
10:00 - 11:30	Panel: "Why are Women the Second Sex?" (Conference Center) Participants: Phil Balch, Myra Dinnerstein, Judy Lensink, Mary Ellen Morbeck, June Webb-Vignery
11:30 - 12:30	Discussion of Project Pre-evaluation (Conference Center) Participants: Patricia MacCorquodale, Judy Lensink
12:30 - 1:30	Lunch (Dining Room)
1:30 - 3:00 PM	Panel: "Women and Power" (Conference Center) Participants: Karen Anderson, Myra Dinnerstein, Jean Goetinck, Cliff Lytle, Bill Slater
3:00 - 4:00 PM	Discussion of Pedagogical Issues (Conference Center Lounge) Participants: Susan Aiken, Patricia MacCorquodale
5:30 PM	Return to Motor Pool

We look forward to seeing you at the workshop. If you have any questions, please contact me.

JL/js

APPENDIX E

ATTITUDINAL SURVEY/POST-EVALUATION

TABLE 1: INCLUSION OF MATERIAL ON WOMEN

TABLE 2: INSTRUCTOR'S TREATMENT OF MATERIAL ON WOMEN

ATTITUDE SURVEY

The following questions are designed to assess your attitudes and beliefs concerning female/male differences and their importance in higher education and other social institutions. This information is being collected from a sample of students at the University of Arizona. All information will be treated confidentially. Please do not attach your name to this questionnaire. The information you provide will be combined with similar data for analysis and display in a final report.

We recognize that, in surveys such as this, there is often a tendency to select the "socially approved" answer to questions about controversial issues. We hope you will resist this temptation by responding in a manner that most accurately reflects your candid attitudes or beliefs about these issues.

Thank you for your assistance. Please contact me if you have any questions about this survey.

Patricia MacCorquodale
Assistant Professor of Sociology
626-3531

8/81

On the upper portion of the answer sheet, please darken the section for today's date.

Please write in the course number and section number, if applicable.

In the upper left corner, write in the four-digit Special Code given by the questionnaire administrator, and darken the corresponding boxes.

ON THE ANSWER SHEET, MARK THE RESPONSE CORRESPONDING TO YOUR ANSWER TO EACH QUESTION.

1. Sex: (A) male (B) female

2. Year in school: (A) freshman (B) sophomore (C) junior (D) senior (E) graduate

3. Your major: (Continued in questions 4 and 5)

   (A) Agriculture (B) Architecture (C) Business and Public Administration

   (D) Earth Sciences (E) Education

4. (A) Engineering (B) Fine Arts (C) Law (D) Liberal Arts (E) Medicine

5. (A) Mines (B) Nursing (C) Pharmacy

6. If your major is in the Liberal Arts College, indicate your field:

   (A) Humanities (e.g., English, history, languages, journalism)

   (B) Social Sciences (e.g., psychology, anthropology)

   (C) Natural sciences and mathematics (e.g., chemistry, physics)

   (D) Undecided

7. Have you ever taken a Women's Studies course?

   (A) never (B) currently (C) one course in the past

   (D) more than one course in the past (E) Women's Studies minor

more . . .

The statements below describe attitudes toward adult roles in society. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you (A) agree strongly (B) agree mildly (C) disagree mildly, or (D) disagree strongly. Please indicate your opinion by darkening either A, B, C, or D on the answer sheet for each item.

(A) AGREE STRONGLY
(B) AGREE MILDLY
(C) DISAGREE MILDLY
(D) DISAGREE STRONGLY

8. Swearing and obscenity are less offfensive to me in the speech of a man than of a woman.

9. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.

10. Both husband and wife should be allowed the same grounds for divorce.

11. Women should be concerned with their duties of childbearing and house tending rather than with desires for professional and business careers.

12. Telling dirty jokes should be mostly a masculine pursuit.

13. When both parents work outside the home, men and women should share in household tasks such as doing the laundry and caring for children.

14. It is unfair to have the word obey apply to women only in some marriage vows.

15. The husband should be favored by law over the wife in the disposal of family property or income.

16. Women should not become sexually intimate with anyone before marriage, not even their fiances.

17. Job appointment and promotion should be based on merit, without regard to sex.

18. A woman should be as free as a man to propose marriage.

19. The leadership of a community should be largely in the hands of men.

20. A woman should not expect to have quite the same freedom of action as a man.

21. Men and women should share the expenses when they go out together.

22. Sons of a family should be given more encouragement to go to college than daughters.

23. Women should be more concerned with economic and social rights than with attaining the ideal of femininity.

more . . .

(A) AGREE STRONGLY
(B) AGREE MILDLY
(C) DISAGREE MILDLY
(D) DISAGREE STRONGLY

24. In general, the father should have greater authority than the mother in decisions regarding their children.

25. Women should be able to compete with men for jobs that have traditionally belonged to men, such as telephone lineman.

26. On the average, women should be regarded as less capable of contributing to economic production than are men.

27. There are many jobs in which men should be given preference over women in being hired or promoted.

28. Women should be given equal opportunity with men for apprenticeship in the various trades.

29. Unless it is economically necessary, married women who have young children should not work outside the home.

30. Parents should encourage as much independence in their daughters as in their sons.

31. A male and a female student are equally qualified for a certain scholarship; it should be awarded to the male student on the grounds that he has greater career potential.

32. Men need liberation as much as women do.

33. A woman should not accept a career promotion if it would require her family to move and her husband to find a new job.

34. Men should be able to compete with women for jobs that have traditionally belonged to women, such as telephone operator.

35. The Equal Rights Amendment should be ratified as quickly as possible.

36. Even though the wife works outside the home, the husband should be the main breadwinner and the wife should have responsibility for running the household.

37. Women should emphasize their appearance more than their intelligence.

END OF QUESTIONNAIRE

PLEASE RETURN QUESTIONNAIRE AND ANSWER SHEET TO QUESTIONNAIRE ADMINISTRATOR

THANK YOU.

This questionnaire is a continuation of the Attitude Survey. Please begin at number 38 on the same answer sheet. Indicate your opinion by darkening either A, B, C, or D.

(A) AGREE STRONGLY

(B) AGREE MILDLY

(C) DISAGREE MILDLY

(D) DISAGREE STRONGLY

38. As a result of this course, I have become more aware of the role and status of women.

39. As a result of this course, I have not developed a better understanding of issues affecting women.

40. Since taking this course, I have become more aware of misconceptions about women.

41. I do not intend to do reading by or about women in the future.

42. Materials on or by women in this course have helped me re-evaluate the content of my other courses.

43. Since taking this course, I expect similar courses to contain materials by or about women.

44. I would not object if I saw that other courses omit materials about women or contain biased information.

MARK THE APPROPRIATE BLANK ON THE ANSWER SHEET FOR THE QUESTIONS BELOW.

45. Since taking this course, I have changed my feelings about myself as a woman/man

(A) in a positive way (B) no change (C) in a negative way

46. Since taking this course, my feelings toward women have changed

(A) in a positive way (B) no change (C) in a negative way

47. My view of the relationship between men and women has changed since I took this course

(A) in a positive way (B) no change (C) in a negative way

TABLE 1 - INCLUSION OF MATERIAL ON WOMEN

Questions 48-52 on the post-evaluation: The following questions ask you to evaluate how often different types of materials on or by women were used in this course. Use the following code:

(A) FREQUENTLY (C) NOT AT ALL
(B) SOMETIMES (D) NOT APPLICABLE

TARGETED COURSES (N = 803)

Percentage of respondents checking:

	FREQUENTLY	SOMETIMES	NOT AT ALL	NOT APPLICABLE
Assigned readings	13.18	52.93	33.88	32.00
Topics in syllabus	14.01	48.44	37.55	36.00
Lectures by instructor	18.51	58.54	22.95	31.00
Class discussion	13.19	58.79	28.03	32.00
Works by women authors	7.90	47.63	44.47	36.00

CONTROL COURSES (N = 152)

Percentage of respondents checking:

	FREQUENTLY	SOMETIMES	NOT AT ALL	NOT APPLICABLE
Assigned readings	6.90	52.87	40.23	43.00
Topics in syllabus	6.33	41.77	51.90	47.00
Lectures by instructor	15.22	59.78	25.00	40.00
Class discussion	10.00	61.11	28.89	40.00
Works by women authors	7.14	41.67	51.19	45.00

WOMEN'S STUDIES (N = 82)

Percentage of respondents checking:

	FREQUENTLY	SOMETIMES	NOT AT ALL	NOT APPLICABLE
Assigned readings	90.90	9.09	0	6.00
Topics in syllabus	94.67	5.33	0	8.00
Lectures by instructor	93.51	6.49	0	6.00
Class discussion	76.32	22.37	1.31	7.00
Works by women authors	80.26	18.42	1.31	7.00

The following questions ask you to evaluate how often different types of materials on or by women were used in this course. Use the following code:

(A) FREQUENTLY
(B) SOMETIMES
(C) NOT AT ALL
(D) NOT APPLICABLE

48. Assigned readings

49. Topics in syllabus

50. Lectures by instructor

51. Class discussion

52. Works by women authors

53. How interested were you in materials by or about women in this course?

(A) very interested
(B) somewhat interested
(C) not at all interested
(D) no such materials in this course

54. To what degree do you think most of your classmates were interested in materials by or about women?

(A) very interested
(B) somewhat interested
(C) not at all interested
(D) no such materials in this course

55. How would you characterize your classmates' response to materials by or about women?

(A) positive
(B) neutral
(C) negative
(D) hostile

56. How would you characterize the instructor's treatment of materials about or by women in comparison to other course materials?

(A) positive
(B) neutral
(C) negative
(D) hostile

57. Overall, to what extent do you feel that materials by or about women have been included in courses you have taken at the University of Arizona?

(A) in most of my courses
(B) in a few of my courses
(C) in some of my courses
(D) in none of my courses

TABLE 2 - INSTRUCTOR'S TREATMENT OF MATERIAL ON WOMEN

Question 56: How would you characterize the instructor's treatment of materials about or by women in comparison to other course materials?

(A) POSITIVE (C) NEGATIVE
(B) NEUTRAL (D) HOSTILE

Percentage of respondents answering:

	POSITIVE	NEUTRAL	NEGATIVE	HOSTILE
Targeted courses	29.18	59.46	7.57	3.78
Control courses	34.45	57.14	4.20	4.20
Women's Studies courses	90.54	9.46	0	0

APPENDIX F

VISITING SCHOLAR COLLOQUIA FLYERS

WOMEN IN WESTERN CULTURE FLYER

SEX & RATIONALITY

A Feminist Survey of Issues

Sandra Harding

Associate Professor of Philosophy, University of Delaware, Co-Editor With Merrill Hintikka of *Dis-covering Reality: Feminist Perspectives on Epistemology, Metaphysics, Methodology and the Philosophy of Science*

From the Greek philosophers through contemporary scientific thought, women have been said to be less rational than men. Are they less rational? Or have only distinctively masculine standards been used to measure rational beliefs and rational actions? Criticisms of the sexism of "human" development theories of Freud, Piaget, Kohlberg and others suggest that conceptions of rationality distort our understanding of desirable human knowledge and desirable human social life.

Wednesday,
Sept. 23, 1981
4:00 PM
Room 281,
Student Union

women's
studies
colloquium

Sponsored by Women's Studies and the Department of Philosophy

This colloquium is supported by the National Endowment for the Humanities

WOMEN IN EVOLUTION

Adrienne L. Zihlman

Professor of Anthropology, University of California, Santa Cruz.
Author of Articles on Human Evolution in *Woman the Gatherer*
and in Journals such as *Natural History, Nature* and *Signs*

Women's role in shaping the human way of life will be examined. In the transition from ape to human several million years ago, women contributed to reproductive success and economic survival.

Wednesday,
November 4, 1981

3:30 pm

Harvill Bldg.
Auditorium
(Room 150)

Olive Rd. and
Second Street

women's
studies
colloquium

Sponsored by Women's Studies and
the Department of Anthropology

This colloquium is supported by the
National Endowment for the Humanities

The "WOMAN QUESTION" and the Italian Communist Party

The Resistance years (1943-45) were crucial in the formation of Party policy toward women. They provide a case study of women's relationship to clandestine politics and revolutionary military struggle.

Jane Slaughter

Assistant Professor of History. University of New Mexico.
Co-editor of EUROPEAN WOMEN ON THE LEFT

Wednesday
December 2, 1981
3:30 P.M.
S.U. Room 285

women's
studies
colloquium

Co-sponsored by Women's Studies; History; French and Italian.
Supported in part by the National Endowment for the Humanities.

A Film and Discussion about Women Workers During World War II

The Life and Times of Rosie The Riveter

In 1942 American women entered a new age of 'freedom' heralded by Eleanor Roosevelt, *The Ladies Home Journal*, and Kaiser Steel. Rosie the Riveter was born — the symbol of working women during World War II. On short notice, women were called into the labor force to meet a national emergency. After whirlwind training, they found themselves doing 'men's work.' And they did it so well that production levels rose despite the military call-up of millions of male workers.

When the war was over, Rosie wanted to stay. A 1945 survey by the Labor Department's Women's Bureau found that 80% of women workers planned to continue working after the war, many wishing to remain in jobs which utilized their newly acquired skills. But neither the American economy nor the dominant view of women's place in society sustained such hopes.

Tuesday

February 9, 1982

7:00 P.M.

Modern Languages

Auditorium

Admission Free

Commentary by

Sheila Tobias

Author of the groundbreaking
"What Really Happened to
Rosie the Riveter?"

Karen Anderson

Author of the new study
Wartime Women

Co-sponsored by Women's Studies, History and Political Science

SEXUAL POETICS:

What Do Feminist Critics Want?

**A critique of our literary past...
and a revision which includes the
accomplishments of the female imagination.**

SANDRA M. GILBERT

Co-author, with Susan Gubar, of
The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination.

Professor of English
University of California, Davis

**Monday,
February 22, 1982
3:30 P.M.
Modern Languages Auditorium**

women's
studies
colloquium

Sponsored by Women's Studies
and the Department of English

Funded by the National Endowment for the Humanities

ELAINE MARKS:

Co-Editor of New French Feminisms (1980). Director of Women's Studies Research Center,
Chair of Women's Studies Program, Professor of French and Italian—
University of Wisconsin, Madison.

CONTEXTS FOR
GERTRUDE STEIN

Professor Marks will present her latest research on how Isms of the past fifteen years have altered our readings of and about Gertrude Stein. What do these changes mean for studies of sexuality and culture?

Monday, April 12, 1982
Modern Languages Auditorium
3:30 P.M.

This Colloquium is supported by the National Endowment for the Humanities

The film Gertrude Stein: When This You See, Remember Me will be shown at noon Monday in Room 285, Student Union.

Co-Sponsored by Women's Studies
and the Dept. of French & Italian

Humanities Option: Women in Western Culture

Women's Studies 200 (3 units), Professor C. Jan Swearingen
MWF, 11:00 Both men and women are welcome.

Women as depicted in Western culture by outstanding female and male philosophers, writers, painters, and sculptors from the Classical Greek period to the 1960s

Philosophers:
Plato, Aristotle, Aquinas, Kant, Wollstonecraft, Mill, De Beauvoir, and others

Writers:
Sappho, Euripides, selections from the Bible, Dante, Spenser, Bradstreet, Behn, Goethe, Emily Brontë, Dickinson, Wharton, Gilman, Colette, Porter, Nin, Lessing, Plath, G. Stein, and Rich

Painters and Sculptors:
Praxiteles, Andriola de Baracchis, Leonardo, Titian, Lavinia Fontana, Rembrandt, Judith Leyster, Angelica Kauffmann, Elisabeth Vigée-Le Brun, Rosa Bonheur, D. G. Rossetti, Renoir, Mary Cassatt, Suzanne Valadon, Picasso, Natalia Goncharova, Louise Nevelson, and others (Presented in chronological order but with emphasis on art, not history)

Fall, 1982

For Further Information, Call Women's Studies, University of Arizona 626-4477

APPENDIX G

INTEGRATING WOMEN'S STUDIES INTO THE CURRICULUM

INTEGRATING WOMEN'S STUDIES INTO THE CURRICULUM

A Report to the Association of American Colleges
on the Conference
"Integrating Women's Studies into the Liberal Arts Curriculum"

Princeton, New Jersey
August 27-30, 1981

Myra Dinnerstein (University of Arizona)

Sheryl R. O'Donnell (University of North Dakota)

Patricia MacCorquodale (University of Arizona)

Sponsored by

Southwest Institute for Research on Women (SIROW)
University of Arizona

with the support of the

Rockefeller Family Fund and the National Endowment for the Humanities

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A. Participants in SIROW Conference, Princeton, New Jersey, August 27-30, 1981

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C. Summaries of Curriculum Integration Projects

I. Introduction

This report comes out of a three-day conference held at the Nassau Inn, Princeton, New Jersey, August 27-30, 1981, on integrating Women's Studies into the curriculum. Sponsored by the Southwest Institute for Research on Women (SIROW) and supported by the Rockefeller Family Fund and the National Endowment for the Humanities, the conference brought together directors of seventeen projects involved in integrating materials on women into the college curriculum, consultants in Women's Studies, professors from the social sciences and humanities, and representatives from funding agencies. The goals of the SIROW Conference were to:

1) offer project participants a chance to exchange information on strategies to initiate, continue, and institutionalize curriculum integration and to plan for the future;
2) collect and disseminate information to those in colleges and universities who are interested in undertaking curriculum integration;
3) inform college administrators about the progress of curriculum integration at colleges and universities throughout the country.

This report to the Association of American Colleges is designed to give AAC members background and information on how the new scholarship on women changes the assumptions, goals, and means of liberal education. It will:

1) explore the background and rationale for Women's Studies in the college curriculum;
2) summarize the results of efforts to transform the liberal arts curriculum by integrating the new scholarship of women into traditional courses;

3) explain how administrators can help institutionalize this transformation so that the search for knowledge and the teaching of humane values includes the recognition that women are half of the world's population and that gender bears importantly on human experience.

Representatives of "mainstreaming" projects attending the SIRCW conference were chosen to represent both a variety of approaches to integration and a wide spectrum of institutional settings. Attending the meeting were representatives of four women's colleges, seven state universities, two religious colleges (one of which is coeducational), one small liberal arts college, one discipline-specific project (American Literature), and two college consortia (the 16-College group of colleges chiefly for women, and the Great Lakes Colleges Association of twelve small midwestern liberal arts colleges). See Appendix A for a list of SIRCW Conference Participants.

II. Background and Rationale: Women's Studies and the Transformation of the Curriculum

More than a decade ago, scholars in a number of academic disciplines began efforts to include women as subjects of serious study in the college curriculum. Because traditional courses often omitted the study of women's work and experience, the content of education itself seemed incomplete. Gaps in regular course offerings began to emerge as Women's Studies scholars examined the syllabi and textbooks used in most schools. "Where are the women?" asked students of history and literature. "What are the women doing?" inquired political scientists and social demographers. The old query, "What do woman want?" changed from Freudian joke to academic question to curricular concern as women began to articulate the need for a curriculum which acknowledged them and their history.

By the early 1970's, teachers and scholars influenced by the women's movement organized Women's Studies courses and programs which took new approaches to the search for knowledge. Since few traditional textbooks included women's experiences and perspectives, they wrote their own. Since little research had been done on women's lives, they began to build a body of data which could provide a base for the accumulation of further knowledge and the reconstruction of women's culture. Since scant attention had been given to women as producers and disseminators of human knowledge, they created theories of women as a conceptually distinct group which could serve as the *subjects* of scholarly inquiry. From the outset, Women's Studies has had a transformative goal: the changing of materials and courses of study so that all phases of education, from kindergarten through graduate and professional schools, will accurately reflect the lives and concerns of women as well as men.

Women's Studies has grown from two known programs in 1969 to over 350 programs offering some twenty thousand courses in 1981. The field of Women's Studies is now clearly a part of the American college curriculum. Its purpose is to integrate women's experiences and perspectives into all descriptions and analyses of human behavior, offering students a deeper understanding of humanity by expanding the purview of research and scholarship to include "the other half" of the human race. Its primary strategy has been to establish courses on women—heavily concentrated in the undergraduate curriculum--which either fall within particular disciplines or use an interdisciplinary approach to women's lives.

In either case, the exposure to the new scholarship on women which Women's Studies students receive is both practical and humane. In a world where increasing numbers of women have entered the paid labor market and role expectations for both sexes are shifting, university graduates need exposure to the new scholarship on women. Women's Studies courses have helped colleges and universities prepare their students for life in the new world of two-earner families, shared household labor, and more father-child involvement.

But what of those students who do not choose to enroll in Women's Studies courses? For those students the traditional curriculum offers little if any scholarly information on women. Instead, it has remained essentially male-centered, emphasizing "public action, laws, wars, and those who have survived fairly well within cultural systems."

Incorporation of Women's Studies materials into the traditional curriculum has been slow, indirect, and usually accomplished when Women's Studies professors themselves integrate these materials into their non-Women's Studies courses. A women's history specialist might include topics such as

"Childbirth" and "Women's Legal Status" in a survey of American history. A professor of the anthropology of women could include Woman, Culture, and Society among required readings for a seminar on cultural anthropology. But few professors outside of Women's Studies specialties incorporate the new research on women in their courses. It is still possible to take a college degree in any one of our universities and never learn that women create culture, or that their volunteer work in church and civic groups affects the economy, or that the least studied forms of political action seem most congenial to women's lives. If the purpose of Women's Studies is to transform liberal education by integrating female experiences into all descriptions and analyses of human behavior, we must define strategies by which Women's Studies programs might affect the entire academy.

Concerned about the best ways to increase the numbers of students reached by Women's Studies courses, and moved by the need to provide all students with an education that reflects the experiences of both sexes, Women's Studies scholars and teachers have begun a new movement to integrate Women's Studies into the traditional curriculum. This strategy has been called by a variety of names, most popularly "mainstreaming," but it has as its goal the reshaping of course content and curricular design. It should be distinguished from the compensatory approach to curriculum reform. "To add women and stir," is not enough and, in some cases, is misleading. A special unit on women's suffrage in a history or political science course which includes no other material on women may give students the erroneous impression that women are important only when they have entered the public sphere. The "exceptional women"--those who left the private sphere of home and children, where most women have spent their lives--are presented as worthies, while the majority of women are ignored because their actions may not be understood as "public" and are therefore not viewed as significant or political.

Integrating women into the curriculum requires a whole new way of viewing and describing human activity, not just a supplementary gesture. Thus, "mainstreaming" is both a broadening of course content and a transformation of the principles of curricular selection and organization.

The new scholarship on women can transform the liberal education curriculum by giving shape and visibility to women's lives, past and present, and in almost every academic discipline. As Margaret McIntosh points out, "Society has been held together by groups of people who are not distinguished by public achievement, recognized power, or cultural innovation, but who weave and maintain the social fabric, living out of the limelight except in times of violence and disruption. Some of the essential work that such people have done is in the taking care of people and systems, and the maintaining of production and reproduction...A thorough study of women also makes visible many men who were not previously featured in the curriculum. In fact, about nine-tenths of the world's population suddenly becomes visible when one takes the emphasis off the public lives of white Western men, who are seen as cultural leaders, and includes those who for reasons of sex, race, class, national or religious background, were defined as lower caste." For example, an American history course would redefine key terms used to define "Jacksonian democracy" and "the frontier experience" to include women's experiences in nineteenth-century America. Students would see that these terms in reality describe the formation of American character when applied to white males. But women's options were not expanded during the Jacksonian period, and they gained more economic freedom in cities than in frontier towns. "Perhaps," writes historian Ann Lane, "the frontier symbol for American women ought to be the typewriter rather then the plow or mining implements," since "it was the growth of office work, office bureaucracies, that provided the avenues of upward mobility for American women." Women's art--quilts, textiles, and fabrics, as well as fiction and painting, is validated by the new perspectives in Women's Studies. Women's language--the making of connections between people and the eliciting of information--is explored. Psychologist Carol Gilligan says that women's moral development may be newly defined as "a mode of growth that takes place within relationships and of connection based not on rules to regulate competition but rather on relationships that give rise to cooperation." The social fabric of everyday life can now become the stuff of rigorous inquiry. "A whole new world of theory and praxis has opened up to me," wrote a liberal arts student after taking a Western civilization course which included the study of women. "I didn't realize that women made any real difference in the world."

III. Description of Curriculum Integration Projects

Approaches to integration of Women's Studies in the curriculum vary considerably, depending on the institutional settings in which they take place. College administrators who are interested in supporting curriculum change now have a variety of approaches to choose from.

A number of universities, including California State at Hayward and the University of Arizona have used their Women's Studies program to extend the new scholarship on women throughout their university's entire curriculum. Other schools utilize faculty who are teaching courses on Women's Studies or whose major research focus is on women; still others look for leadership to administrators who have themselves been pioneers in Women's Studies. Some other schools, eager to bring the results of new research on women to their campuses, are limited by small numbers of Women's Studies faculty and resistance to new programs in a time of declining financial resources and tight budgets. They view curriculum integration as a way of broadening the liberal arts curriculum through an infusion of Women's Studies scholarship in all departments as well as the establishment of a separate program.

Small liberal arts colleges like Wheaton and Guilford seek to involve the entire faculty in their integration efforts while large state universities like Montana State and the University of Arizona concentrate on professors who teach large, introductory-level undergraduate courses. Discipline-wide projects such as that of The Feminist Press on American literature courses involve participants from universities throughout the country, while coalitions like the Great Lakes Colleges Association, the Wellesley Faculty Development program and Georgia State deal with faculty from a number of colleges within the region.

Most of the projects represented at the SIROW Conference are newly involved in mainstreaming efforts although several colleges, notably

Stephens and Guilford, started their activities in the early 1970's. Strategies for mainstreaming range from campus faculty development projects to conferences to institutes and seminars. Using a faculty development model which includes as a major component the opportunity for independent research or reading, most of the projects described at the SIRCW Conference helped faculty acquaint themselves with the new scholarship on women and then begin to initiate curricular change.

At some institutions, notably Montana State, the University of North Dakota and Wheaton, faculty members initiated projects to investigate problems or issues they had identified in their own fields. Faculty made three types of research studies: content analyses of textbooks (e.g., "Treatment of Women in Anthropology Texts"); surveys/questionnaires (e.g., "Women Student Success in Agriculture Engineering"); and literature reviews (e.g., "Women in the History of Mathematics"). They then used the results to modify their courses.

"Mainstream" projects often supplemented independent faculty research with seminars or workshops, visiting scholars, and resources supplied by the project staff: articles, books, bibliographies and review essays. Conferences are another strategy used by two of the SIRCW meeting participants. The Georgia State conference, "A Fabric of Our Own Making: Southern Scholars on Women," presented the new scholarship on women in order to stimulate new ideas for research and course development. The 16-college Informal Coalition, a consortium of 16 independent and primarily women's colleges, held a conference to study the integration of Women's Studies into the liberal arts curriculum and the role which women's colleges might play in that effort.

Courses, summer institutes and workshops proved helpful to several schools. California State University at Hayward granted 11 faculty members two credits of released time to attend a semester-long Faculty Development Course team-taught by two Women's Studies faculty and featuring lectures, common readings, and independent projects. Summer institutes for faculty are a major part of the integration projects at Lewis and Clark College, the Great Lakes Consortium Association program, and The Feminist Press's project on American literature. Wheaton sponsored a two day conference for the entire faculty, administrators and student leaders at the beginning of their project and a one-week interdisciplinary workshop to introduce faculty to the new scholarship about women.

Several projects included the creation of "products" as an important part of their strategies. The Feminist Press's project on "Mainstreaming Women's and Minority Studies in American Literature Courses" will produce a volume of syllabi, bibliographies and related materials plus brief essays on courses which have begun to be changed and a new anthology of American literature which significantly increases the inclusion of women and minority writers. Both Montana State and the University of North Dakota required participants to prepare written accounts of their research and revised curriculum for possible publication. Selected papers and slides from the art exhibit will be made available to those who attended the conference at Georgia State.

The most important product resulting from the faculty development programs, however, was a changed curriculum, passing on to students an enlarged and corrected picture of social reality.

IV. Role of Administrators

One question raised by college and university administrators who see the logic of including women in the curriculum of their institutions might be, "What can I do? The curriculum is a faculty prerogative." In the responses which our conference participants gave the question of how they affected curricular change, administrative support was important to virtually every effort. In fact, one of the most striking features of curriculum reform reported by SIROW Conference participants was the extent to which administrators served as leaders in the development of curriculum integration on their campuses. Many of the 17 program representatives described how administrators, ranging from presidents and provosts to assistant deans, played a key role in initiating projects to integrate the new scholarship on women—some by contacting funding agencies or writing grant proposals, others by working with Women's Studies faculty whose efforts toward integration they could support.

Administrators' support of curriculum revision was often prompted by a vision of how the new scholarship on women fulfills their institutions' commitments to liberal education. Presidents of women's colleges questioned whether their unique responsibility to women students was being met by the traditional curriculum. Liberal arts deans wondered whether their schools' definition of a well-rounded education could possibly meet the changing needs of both sexes. Provosts of religious schools felt that their traditional commitment to justice and truth needed to be implemented through the inclusion of women in the curriculum.

In conducting reviews to gauge whether or not the curriculum responded to the needs of all its students, administrators and faculty asked whether students' courses of study reflected the reality of a world in which both sexes live. Some were moved by a general concern with values, particularly the issues of sexism, racism, and affirmative action, believing that faculty could deal with these issues most effectively by re-examining the content of their teaching and research. Renewed interest in general education requirements and core curriculum revision provided the occasion for some administrators to call for reconceptualization of these courses to include women's experiences and perspectives. On some campuses with Women's Studies courses, administrators made sure that issues raised in the process of teaching and doing research about women challenged the content and organization of the traditional discipline structure. Some administrators used programs for general faculty development to promote rethinking about women's issues and to introduce faculty to exciting and innovative scholarship on women.

SIROW Conference participants listed several ways that administrators created support for curriculum integration projects and emphasized their institutions' commitment to the pursuit of knowledge.

1. Building upon an Existing Women's Studies Program or Faculty.

Administrators find that integration projects have been most successful where they have been built around a core of Women's Studies faculty whose presence 1) gives the campus local experts and lessens dependence on scholars from outside the campus; 2) provides a critical perspective on current research that deepens the value of that research and prevents the cosmetic "add women and stir" approach. On campuses without formal Women's Studies programs, administrators have been able to encourage curriculum integration by bringing Women's Studies faculty together and by providing interdisciplinary forums at which the rest of the faculty can be introduced to work that has already been done by their Women's Studies colleagues.

Needless to say, support of Women's Studies faculty, who have been integrating material on women into their courses for years, is important to the process of curriculum change. Women's Studies faculty are experts on both Women's Studies and integration, having created concepts and theories that are used to organize and make sense of the new data on women. They have written innovative materials, revised textbooks, unearthed examples and illustrations, and conducted new research to complete the view of human behavior traditionally offered in their disciplines. Most administrators find these faculty members a logical group for the start of curriculum change efforts though, on some campuses, administrators have initiated a program aimed at changing the entire core curriculum without focusing specifically on Women's Studies faculty.

2. Public Recognition and Publicity of the Projects' Efforts.

Public administrative support has increased the legitimacy and visibility of curriculum integration. Presidents', deans', and provosts' written and verbal reports on college activities have provided a forum for acknowledging the importance of the new scholarship and teaching about women. Mentioning the project to opinion leaders outside the university--legislators, religious officials, funding officers, community groups, civic organizations, and alumni/ae--also assigns them value. Administrative sponsored events (lectures, kick-off dinners, Women's History Weeks) and participation in scholarly conferences has lent weight and authority to mainstreaming projects.

3. University-Wide Support of Interdisciplinary Efforts.

Administrative encouragement of interdisciplinary programs to review, modify and develop the curriculum has helped to correct narrow views of the academic disciplines as isolated entities. Administrators' creation of institutional structures to allow interdisciplinary courses and team teaching have been especially helpful to Women's Studies scholars because the new research on women is, by definition, interdisciplinary.

4. Renewed Institutional Commitment to Teaching and Curriculum Integration.

Administrative support would indicate to the faculty that participation in curriculum integration and awareness of the new scholarship on women are important activities to be seriously considered in tenure and promotion decisions and in the allocation of merit funds. Released time to develop materials or to attend faculty development seminars may be necessary to allow faculty members time to revise course syllabi while informing themselves about the new scholarship on women. Conference participants suggested that administrative sponsorship of teaching awards to instructors who integrate materials on women into their courses would help recognize the effort of faculty members who may or may not be an official part of integration projects.

5. Financial Support for Integrating Curriculum Within a National Framework of Faculty Development.

Colleges and universities with ongoing faculty development projects have committed at least a portion of their funding to the new scholarship on women. Money for consortial workshops, attendance at professional meetings and Women's Studies associations, visiting scholars and outside consultants has been particularly important in linking the integration projects into the national network of scholars engaged in curriculum revision. Funds for books, journals, films and other materials that can be used by a large number of faculty are essential in providing for curricular change.

One sensitive question which project directors at the SIRCW Conference raised was the extent of administrators' power to influence curriculum content, an issue that evokes questions about academic freedom in the classroom and faculty autonomy. To mitigate tensions and to insure successful curricular integration efforts, administrators formed alliances with interested groups, such as Women's Studies faculty or Curriculum Committees, so that revisions were made through the institution's regular procedures and committees. Skilled administrators were those who saw that faculty initiated and directed curricular integration while administrators offered them moral, financial, and institutional support.

V. Funding Prospects: Past and Present

Funding by government and private agencies has been a key factor in promoting projects to integrate Women's Studies into the curriculum. Several project directors noted the availability of federal grants and foundation monies as crucial to their undertaking projects when they did. Fifteen of the seventeen projects represented at the SIROW Conference have received some form of external support from agencies such as the Fund for the Improvement of Postsecondary Education, the National Endowment for the Humanities, and the Women's Educational Equity Act. Four private foundations--the Carnegie Corporation, the Ford and Andrew W. Mellon Foundations, and the Lilly Endowment--have also funded projects when they intersected with other program objectives of the foundations. The significance of funding as a factor in promoting curriculum integration may be skewed by that fact that extensive programs with outside funding were more likely to attract the attention of SIROW organizers than were small programs funded by deans and provosts.

Given the declining availability of outside funding opportunities, new ways to fund curriculum revision must be found. Projects will need internal funds to support their work and will increasingly have to offer faculty supports and incentives that can be supported by the institution itself, such as released time, summer stipends, book grants, and faculty development grants. General faculty development programs can make certain that some of their funds are specifically earmarked for changing the core curriculum rather than producing advanced-level courses. Standing college committees such as curriculum or teaching and learning committees can focus their energies on devising strategies for integrating materials on women into the curriculum. Alumnae gifts are a potential source of funding which may have been previously neglected. Three of the projects at the SIROW Conference had received funding from alumnae specifically to support Women's Studies integration.

VI. Benefits of Women's Studies Integration to Colleges and Universities

The experience of 357 Women's Studies programs now in existance as well as the seventeen integration projects represented at the SIROW Conference suggest that efforts to integrate Women's Studies into the curriculum offer many benefits to the institution in addition to those occurring in the classroom:

1) The curriculum reflects the experiences of both sexes and therefore provides an accurate picture of social reality.

2) The process of integrating Women's Studies provides an occasion for a thorough review and critique of an entire college curriculum to assess how it is meeting the needs of its students and whether or not it reflects and incorporates advances in research.

3) Interdisciplinary networks for communication, research, and teaching offer intellectual stimulation and increase the interaction of colleagues.

4) A curriculum that responds to the interests of women and minorities is an attractive inducement in recruiting and retaining students, especially the growing numbers of returning women students enrolled in continuing education and evening courses.

5) Increased faculty publication results from involvement in new areas of research and teaching.

6) Women's Studies integration and the concomitant curriculum review and revision provide impetus for building library collections and organizing materials on women in special collections and archives.

7) For women's colleges, efforts to integrate Women's Studies pro-

vide opportunity to re-think and revitalize the unique mission of those institutions.

3) For all liberal arts institutions, efforts to integrate Women's Studies provide the opportunity to review and expand the commitment to the open-minded pursuit of truth.

VII. Results of Women's Studies Curriculum Projects

Although nine of the seventeen projects represented are in the early stages or have barely begun, the cumulative results of the other eight projects represented at the SIRCW meeting are impressive. Results of the questionnaires completed by the projects show:

Number of new courses on women: 66

Number of existing courses altered: 267

Number of papers delivered by project participants at professional meetings: 166

Number of articles on related topics submitted by participants for publication: 123

Number of students in experimental courses: 4500

Number of books completed: 7

Appendix A

Participants in SIROW Conference

"Integrating Women's Studies into the Curriculum"

Princeton, N.J., August 27-30, 1981

Representatives from Projects Designed to Integrate Women's Studies into the Curriculum

Inzer Byers, Salem College, Winston-Salem, NC
Myra Dinnerstein, University of Arizona, Tucson, AZ
Jeanine Lindstrom Elliott, Stephens College, Columbia, MO
Diane Fowlkes, Georgia State University, Atlanta, GA
JoAnn Fritsche, University of Maine, Orono, ME
Eva Hooker, St. Mary's College, Notre Dame, IN
Susan Kirschner, Lewis & Clark College, Portland, OR
Paul Lauter, The Feminist Press, Old Westbury, NY
Pat MacCorquodale, University of Arizona, Tucson, AZ
Charlotte McClure, Georgia State University, Atlanta, GA
Peggy McIntosh, Wellesley College, Wellesley, MA
Sherry O'Donnell, University of North Dakota, Grand Forks, ND
Beth Reed, Great Lakes Colleges Association, Ann Arbor, MI
Ruth Schmidt, Wheaton College, Norton, MA
Betty Schmitz, Montana State University, Bozeman, MT
Marilyn Schuster, Smith College, Northampton, MA
Bonnie Spanier, Wheaton College, Norton, MA
Carol Stoneburner, Guilford College, Greensboro, NC
Emily Stoper, California State University, Hayward, CA
Mary Ruth Warner, University of Massachusetts, Amherst, MA

Consultants

Paul Alpers, University of California, Berkeley, CA
Seymour Drescher, University of Pittsburgh, Pittsburgh, PA
Susan Gore, National Women's Studies Association, College Park, MD
Florence Howe, SUNY, Old Westbury, NY
Sidney Mintz, Johns Hopkins University, Baltimore, MD
Al Pinkney, Hunter College of the City University of New York, New York, NY
Elaine Reuben, National Women's Studies Association, College Park, MD
Bernice Sandler, Project on the Status and Education of Women, Washington, DC
Joan Shapiro, HERS/Mid-Atlantic, Philadelphia, PA
Martha Tolpin, HERS/New England, Wellesley, MA

Representatives of Foundations and Funding Agencies

Laura Bornholdt, Lilly Endowment, Inc.
Mariam Chamberlain, The Ford Foundation
Sara Englehardt, Carnegie Corporation of New York
Marilyn Levy, The Rockefeller Family Fund
Kathleen McCarthy, Rockefeller Foundation
Sidonie Smith, The National Endowment for the Humanities
Lyn Maxwell White, The National Endowment for the Humanities

Staff

Lynn Fleischman, University of Arizona, Tucson, AZ

Appendix B

Agenda for SIROW Conference

"Integrating Women's Studies into the Curriculum"

8/27 Opening Remarks and Introductions

8/28 Session I: Areas of Resistance and Strategies to Overcome Them

Panelists: Myra Dinnerstein, Betty Schmitz, Carol Stoneburner

A. Strategies to interest faculty--release time, stipends, and other resources.

B. How to increase visibility of integration projects.

C. Campus perception of integration projects and reactions to project participants.

D. How to move beyond "tokenism" or the compensatory approaches.

Session II: What is Happening in Classrooms where Women's Studies Materials are Integrated?

Panelists: Jeanine Lindstrom Elliott, Peggy McIntosh, Bonnie Spanier

A. Faculty:

1. How is the new scholarship on women presented?
2. Is some material on women better than none?

B. Students:

1. How students respond to receiving this information in a non-Women's Studies classroom.
2. Practical tips for dealing with students' reactions.

Session III: Evaluation

Panelists: Pat MacCorquodale, Joan Shapiro, Martha Tolpin

A. What are we trying to measure--increase in knowledge, change in behavior, change in attitudes?

APPENDIX C

Summaries of Curriculum Integration Projects
for
Conference on Integrating Women's Studies into the Curriculum

Nassau Inn
Princeton, New Jersey
August 27-30, 1981

B. What are the most effective evaluation designs and specific instruments of evaluation?

C. How can we involve mainstreamers in the evaluation process?

3/29 Session IV: Institutional Commitment to Mainstreaming

Panelists: Beth Reed, Ruth Schmidt, Emily Stoper

A. How can we tell when a campus is ready for mainstreaming?

B. Strategies for securing institutional support.

Session V: Effect on the Disciplines

Panelists: Paul Lauter, Marilyn Schuster

A. In what ways does changing the curriculum modify the questions, issues, and methodologies central to each discipline?

B. How can integration projects tie into new scholarship which changes the disciplines?

3/30 Session VI: Future Directions

Panelists: Florence Howe

A. Dissemination.

    1. How can we adapt individual programs to be models for curriculum change?

    2. How can we best disseminate these models?

B. Women's Studies.

    1. What is the inter-relationship between Women's Studies and mainstreaming?

    2. How can Women's Studies programs be used as a base from which to develop mainstreaming projects?

INZER BYERS

Conference on
"Scholars and Women: The Place of the New Learning about Women in Liberal Arts Institutions"
The 16-College Informal Coalition

In 1980-81, sixteen independent colleges with a shared history of educating women joined in an informal coalition. The purpose of their joint effort was to study the integration of women's studies scholarship into the liberal arts curriculum and the role which women's colleges might play in that effort. The conference was held March 13-15, 1981 at the Center of Continuing Education at College Park, Maryland, funded by the Ford Foundation and the Carnegie Corporation.

The sixteen colleges involved included two West Coast institutions, Mills and Scripps, and 14 eastern and southern ones: Agnes Scott, Cedar Crest, Chatham, Goucher, Hollins, Hood, Mary Baldwin, Randolph-Macon, Salem, Skidmore, Spelman, Sweet Briar, Wells and Wheaton. One member, Skidmore, has become in recent years a coeducational institution.

The conference centered around two major themes: first, the new scholarship about women in the humanities, social sciences and natural sciences, and secondly, the need for and problems of the integration of such scholarship into the liberal arts curriculum.

The conference, which involved 72 faculty and administrators, centered on faculty development. The first concern thus was to inform faculty about trends in women's studies scholarship and mainstreaming issues through the efforts of several national women's studies authorities. A second effort focused on examples of the impact of the new scholarship and methodology issues in specific disciplines. A third part of the conference concerned activities within our own institutions. Faculty presented papers about women or methodological experiments at integration.

A key motivating premise of the conference was the belief that women's colleges have a special obligation to be involved in such issues and a potentially unique role to play in integrational efforts. Accordingly, the final sessions centered on evaluation of the roles which women's colleges might play.

Before the conference ended, each college group was asked to report on plans for giving immediate feedback to their individual college about the conference. Also they indicated possible ways of involving their campus in follow-up activities. The conference program coordinator is to act as liaison person for collecting information about what is to be done and to circulate that material among conference participants.

MYRA DINNERSTEIN

Women's Studies and the University Curriculum
University of Arizona, Tucson, Arizona

The goal of this three-year project, funded by the National Endowment for the Humanities, is to change the content and the structure of curriculum to include materials and scholarship on women by the following means: conducting a series of faculty development activities that will enable faculty of basic courses in many departments to develop materials on women; extending Women's Studies to the graduate level by establishing four new graduate courses in Sociology, Anthropology, Political Science and History; and by revising the undergraduate Women's Studies curriculum.

Each year of the three-year grant period a new group of ten professors will join the faculty development project. By the third year of the grant, 30 faculty members will have participated in the project.

Activities in the project include:

Dean of Liberal Arts Invitational Program - at the beginning of each project year, the Dean of Liberal Arts sponsors an invitation program for heads of the department involved in the mainstreaming effort, the professors who will be joining the project and the Women's Studies faculty.

Summer Study Time - for five weeks during each of three summers, ten professors receive summer stipends to read and study Women's Studies scholarship and develop Women's Studies material and bibliography to incorporate into their courses. A Women's Studies faculty member acts as a resource for the group and she and the Women's Studies librarian act as consultants on bibliography and Women's Studies scholarship.

All-Day Retreat for Faculty Participants and Women's Studies Faculty - during the retreat, which takes place before the academic year begins, participating faculty each present a formal report on how they plan to incorporate materials on women into their syllabus and course. The retreat gives Women's Studies faculty and participating faculty an opportunity to discuss Women's Studies content, theories and methodologies.

Visiting Scholar Colloquia - twice each semester, Visiting Scholars will visit the campus to hold colloquia with participating faculty and with the relevant department. The colloquia are also occasions for participating faculty to discuss problems, questions and issues involving the integration of materials.

Informal Consultation and Evaluation - throughout the year the Director, Assistant Director and the Women's Studies faculty will be on call for informal consultation with participating faculty. Each of the participating faculty has already been contacted by the Women's Studies faculty in his/her department and invited to join the project. This Women's Studies contact will continue to be available for discussions throughout the course of the project.

Continuing Participation in the Project and Formation of the Women's Studies Network - although each year the faculty development activities will introduce ten faculty members, the other participating faculty will be invited, from the beginning, to the Women's Studies colloquia, the retreat and the evaluation meetings in order to build a university-wide network of faculty involved in the new research on women.

JEANINE LINDSTROM ELLIOTT

Integrating Women's Studies into the Curriculum, 1973-1981
Stephens College, Columbia, Missouri

Stephens has been engaged in a process of curricular change involving Women's Studies since 1973.

In 1980-1981, a major curricular revision was undertaken by the college. All courses which students take to meet the liberal education requirement (six courses for B.S. and B.F.A. degrees, eight courses for the B.A. degree) will incorporate information and values relevant to women and ethnic minorities, Women's Studies will be one of seven areas in the liberal education requirement, and a senior requirement for all B.A. students will be designed to integrate classroom learning with the decision-making, value-oriented components of women's lives. The final test of success of integrating women's studies into the curriculum will come with the implementation of the new degree requirements in 1982.

A number of projects have been undertaken since 1973 which have contributed to this faculty decision. One such project was the Faculty Workshop on Women's Education which was established in 1971 through a grant from the National Endowment for the Humanities. Workshops have been continued through support from the college. Twenty-five faculty and administrators have participated.

Each year, eight or nine faculty members and/or administrators are selected by the director of the previous year's project, the director for the coming year and the Assistant to the President for Women's Education. Members are chosen to represent the diverse character of the college, to maintain a balance between women and men, to maintain a balance between "beginners and advanced" people in the area of women's studies, and if possible, to put together a group of people who will work well with each other. The project director is chosen from among members of the group the previous year.

The Faculty Workshop on Women's Education meets for eight Saturdays during the academic year. In the first part of the year, the group shares in common readings. Resource materials are presented to the group by the director and local consultants. In the latter part of the year, each member is responsible for a half-day discussion. Usually, the participant prepares a paper or project which relates women's issues to their own academic discipline (academic content or teaching methods or both). In some cases, papers have addressed wider institutional issues. When possible, visiting resource people have been invited to participate as consultants.

The participants of the Faculty Workshop, along with the faculty and administrators who form the Women's Studies Faculty (about 50% of the faculty), form the core group which has worked toward implementing the mission of the college within the academic curriculum.

DIANE L. FOWLKES
CHARLOTTE MCCLURE

A Model for Gender-Balancing the General Curriculum in Higher Education

Georgia State University

A predominantly female group of about 15 Georgia State University faculty, staff and students who were interested in research on woman met in the spring of 1976 to discuss common interests, air grievances and devise strategies for creating an atmosphere more conducive to their intellectual pursuits. A natural progression was to develop new undergraduate courses on woman in the various disciplines and to have these new courses accepted by the faculty as part of the curriculum. The Women's Studies Group decided that mounting a conference that brought together scholars/teachers presenting their research on woman would expose participants to the field and provide them with new ideas for research and course development and with strategies for changing the curriculum through gender-balancing. Funding was obtained under the Women's Educational Equity Act in 1979.

The Model: Components

The objectives of the model are: (1) to develop, validate and present new knowledge of and about woman in the various disciplines; (2) to sensitize scholars/teachers in the disciplines and administrators to such new knowledge; (3) to provide (a) course modules and bibliographies for designing new courses that focus on woman or integrate knowledge of and about woman and (b) strategies for curriculum change; (4) to determine the extent to which gender-balancing is achieved.

The methods of achieving the objectives of the model are: (1) to assess the status compared to an ideal gender-balanced status and thus need for courses in liberal arts departments that focus on or include woman-related knowledge; (2) to mount a conference designed to bring the present status of the general liberal arts curriculum closer to the gender-balanced status by (a) calling for papers from the liberal arts and applied disciplines with special attention to the areas of need identified by the needs assessment, (b) validating the proposed research papers with the assistance of scholars in the disciplines and in Woman's Studies, and (c) presenting the papers and strategies for gender-balancing in a multi-day conference; (3) to evaluate the achievement of objectives by the conference; (4) to provide conference participants with copies of conference papers and slides of art exhibition to aid in course development and curriculum reform; (5) to assess the post conference status, in liberal arts departments, of courses that focus on or include woman-related knowledge; and (6) to determine the effects of the conference on gender-balancing the higher education curriculum.

A conference, "A Fabric of Our Own Making": Southern Scholars on Women, was held on March 4-7, 1981 at Georgia State University, Atlanta. The conference was attended by about 250 people from all states in the region as well as from other places, people varying by sex, sexual preference, race and age by type of institution, including community-based groups, and by type of position (student, faculty, administrator). The conference integrated the aesthetic with the cognitive and social aspects of knowledge through enveloping the conference setting with the art exhibition and including artistic performances as panels with discussion. Keynote addresses and a simulation of faculty taking charge of gender-balancing were included with a variety of disciplinary and interdisciplinary panels.

The post-conference evaluation survey will be administered during Fall 1981, and the final evaluation of the effects of the conference on gender-balancing will be completed by the end of March 1982.

JOANN FRITSCHE

Pilot Project: Women and the Curriculum
University of Maine at Orono

A number of faculty want and need to address a number of questions about the substance and quality of the new research by scholars in their own and related fields, prior to their making any decision about the extent to which incorporation of pertinent new research and new perspectives about women or female experience might be valuable for their students and appropriate for their own courses, programs, and research interests. Therefore, in response to a proposal from an *ad hoc* committee on Women and the Curriculum, the President of the University of Maine at Orono designated $20,000 to be used for development and implementation of a pilot project during the Spring and Summer, 1981.

The primary components of the program are:

1. A structure to enable four faculty teams (one male and one female faculty member on each team) to develop criteria, suggested guidelines, and materials to assist faculty to infuse scholarship and materials about women and by women into regular academic courses and programs in 1) a humanities field, 2) a social science field, 3) education, and 4) a science field.

2. Two faculty seminars (March 4 and April 8, 1981), Outside consultants were asked to speak at a session open to the campus community, in addition to leading a working seminar for faculty who are interested in working on curriculum analysis and infusion.

3. A faculty colloquium — held in May, 1981. The colloquium was open to all faculty and administrators, campus wide. At the colloquium, faculty who have been involved in the pilot project, as well as an outside consultant with a national reputation, shared information, materials, questions, and perceptions with others who are concerned about quality and equity in education. (Eighty of our 500 faculty participated in the colloquium.)

4. Development of Women and the Curriculum Resource Materials Center.

The $20,000 grant has been used to support 1) stipends for the faculty teams; 2) honoraria and travel expenses of guest speakers and consultants; 3) purchase of books, journals, and curriculum development packages; and 4) faculty/administrative travel to pertinent conferences and workshops.

EVA HOOKER

Woman for the Year 2000

Saint Mary's College Notre Dame, Indiana

Curricular Change at Saint Mary's

In 1975, the College was chosen to participate in a national project, the Project on Institutional Renewal through the Improvement of Teaching, sponsored by the Society for Values in Higher Education. The main thrust of the Saint Mary's project was to strengthen the humanities by means of a pilot program in the liberal arts and a series of seminars and workshops in course development and teaching strategies. At the end of the participation period in the Project on Institutional Renewal, Saint Mary's College had in place a series of tandem, thematic, and sequence courses. The College had also successfully mounted a series of faculty development projects which supported creative and divergent efforts of individual faculty members in course construction. Other activities involved groups of faculty members in an examination of specific teaching problems. As the College moved into the late seventies, the pressures of the job market, the changing roles of women, and the emergence of a renewed and different Catholic Church, provoked concern on the part of the students, faculty, and the administration that the education the College offered its students prepare them to write well, think in ways which linked disciplines rather than split them, make complex value judgements, and mature as thinking, feeling, independent persons prepared to bring to their lives and the lives of others the old values of liberal learning.

New Directions for the Eighties: The Freshman Program

The College, after four years of modest and successful curricular change, needs to provide for itself a period of "radical reflection" as it moves into the eighties—what Eva Brann has described as an intellectual process which leaves no question unasked and pushes as far as possible into the depths of things. A complete consideration of the needs of the College, the students, the faculty, and the times must take place before the College plunges into major curricular change. The first part of this proposal, radical reflection, is the intellectual process which will provide the rationale for change in the curriculum.

What is necessary now is a more radical kind of questioning and thought. The Committee on Teaching and Learning and its predecessor, the PIRIT team, have pressed for a deeper commitment to the changes made so far, a commitment which would require each woman joining the community of students at Saint Mary's to take one or more of a special series of courses designed specifically to organize in a new way what she already knows and what she will learn. The presumption is that new organization of disciplinary lines, new questions which reorder old learning and juxtapose the disparate ideas of new learning, will help the student to discover new starting points for herself. Her new beginning as a freshman at Saint Mary's will prepare her for other new beginnings in thinking, in imagining, and in willing for herself. The woman who knows something in a new way sees herself and her world in a new way. Her ability to search, to inquire, to discover for herself develops more quickly when she ranges through ideas and disciplines fused by likeness and difference. Saint Mary's, in the next three years, will design for all its lower division students a series of tandem, sequential, and thematic courses.

The Writing Program

The writing program at Saint Mary's is multi-disciplinary in nature. A large number of the courses already taught in the pilot program were courses in the writing program. Since the program is unusual and growing and it might prove to be a useful model for other interdisciplinary efforts, an evaluation of the program will be mounted and new directions in the teaching of writing and thinking explored.

Woman for the Year 2000

As both a part of the lower division program and in an attempt to develop budding cross-disciplinary efforts between the major departments, a series of programs and colloquia will be planned entitled *Woman for the Year 2000*. *Woman for the Year 2000* will provide opportunity for reflection and major curricular change as more understanding of the current debate on the role of women is garnered. *Woman for the Year 2000* will be a series of student-faculty-community conversations which will by means of outside facilitators identify the questions which need to be asked, search for answers, plan and design new courses and new ways of teaching. For example, questions about women and power might be raised. Faculty and students would examine the ways Saint Mary's College educates and fails to educate women in the constructive use of power. Courses in history, literature, and politics could be redesigned, taught in conjunction with one another, and planned to provide a rational examination of a very emotion-laden issue. *Woman for the Year 2000* is a way of organizing thought in a new way. Instead of asking the usual questions about what the College wants the students to know, we are asking in what kind of thinking will women have to be skilled in the future. The presumption here is that perhaps their thinking will need to differ radically *then* and that therefore the curriculum will need to differ *now*. *Woman for the Year 2000* will encourage disciplinary shifts, new interdisciplinary arrangements, and intellectual change in both teacher and student. The end result? A curriculum which will pay attention to altering modes of thought and change accordingly.

Women and Justice

The problem we at Saint Mary's College need to address is essentially one of the relationship between Catholic higher education for women and social justice. We have a unique position in being an institution within a well articulated tradition of social justice. This tradition can provide a structure for the analysis of contemporary issues. The world we live in is characterized by global interdependence, increasing complexity on all levels, scarcity, and increasing demands from poor nations. The nation we live in could be characterized as emphasizing material growth, competition, development of technology, rationalism and individualism. We seem to be rapidly approaching our limits materially, ethically, and humanly. As educators and scholars we need to anticipate, to define strategies for evaluating and responding to issues that are, in small ways, now beginning to force our awareness to a broader level of focus. We need to develop skills in our students that will allow them to respond to these issues.

Public Program

A public form would be provided for that intellectual change in the spring of 1982. The College will celebrate the 25th anniversary of its fine arts center, the first such major building for the arts in northern Indiana. As one part of its anniversary program, the College will sponsor an invitational symposium—Woman for the Year 2000: The Muses, the Arts, and Other Ancient Sisters. At that time, we hope to provide time, space, and art forms which will celebrate the future of education for women.

SUSAN KIRSCHNER

Faculty Development Seminar Model
Lewis & Clark College, Portland, Oregon

A month long Faculty Development Seminar on Women's Studies has just been completed at Lewis & Clark College. The purpose of the seminar was to help faculty members teaching in the core general studies program prepare to incorporate materials and perspectives on women into their courses.

Lewis & Clark is a four-year college with a strong commitment to the liberal arts. The college's general education program is intended to balance the specialization that students experience within their majors. In 1977, the college received a one-year NEH planning grant to teach and refine some pilot courses; in 1979, the college received an NEH development grant to assist in developing the core part of new general education requirements. The new General Studies Program is comprised of two requirements: a year-long Society and culture sequence and a one-term Contemporary Issues course.

The NEH grant funds have been used in two major ways: release time for course development by faculty and a series of summer seminars for faculty. The second of three seminars was held this summer on Women's Studies.

The seminar was composed of 17 faculty members, who met every day for three hours, and a Women's Studies librarian. Faculty received stipends and agreed to teach in the General Studies Program within the next two years. Participants did extensive reading, both before the seminar began and during the seminar. Four visiting scholars, from history, psychology, anthropology, and literature, each led the seminar for one week. In the afternoon, these scholars met with individuals to discuss topics of mutual interest, with Society and Culture teams to assist with course preparation, and with the librarian to go over library holdings and make recommendations for acquisitions.

Evaluation and follow-up activities include documentation and assessment of the effect the seminar has had on faculty participants' inclusion of women in course content, conceptualization of her/his discipline, and on participants' and students' classroom interaction.

PAUL LAUTER

Mainstreaming Women's and Minority Studies in American Literature Courses

The Feminist Press, Old Westbury, New York

There is widespread agreement about the importance of revising introductory American literature courses to reflect the work of Women's and Black Studies scholars. Such courses are the primary means for introducing students to the literature, and often the culture, of the United States. In fact, however, as a survey we have done indicates, such courses have changed little. Works by few white women, fewer Black men, and hardly any Black women are included in most survey courses; nor do the principles of organization and selection in such courses significantly reflect two decades of new scholarship. Indeed, courses do not even display the minimal changes represented by one or two American literature anthologies.

This project is designed to integrate the scholarship and curricular development of minority and women's studies into the mainstream represented by introductory American literature courses by three means. First, we shall gather, edit, and publish a volume of syllabi, bibliographies, and related materials from, and brief essays about, courses which have begun to be changed. Such materials, published in the form of a series of Female Studies volumes, proved to be quite valuable in the development and institutionalization of Women's Studies during the 1970's.

Second, we shall hold a two-week Institute in the early summer of 1982. The Institute will concern practical problems of changing courses and institutionalizing change, but it will primarily be focused on defining "standards of selection" for works used in such courses and in American literature anthologies. We shall disseminate such "standards of selection" in a number of ways, and they shall also provide the basis for the third element of this project: namely, the development of a new anthology of American literature, based upon revised principles of inclusion and organization.

Beginning work on the new anthology will be the third task of the Institute; that work will continue through the second year of this project, during which the collection of syllabi will be published and progress toward changing American literature courses in institutions which send participants to the Institute will be assessed.

Institute participants will be chosen, first, on the basis of commitments by their colleges or universities to use them as "trainers of trainers," that is, to provide leadership within English departments toward changing basic American literature courses. Other participants will be individual faculty who have undertaken revisions of their own courses and key decision-makers in colleges and universities interested in such change.

PEGGY MCINTOSH

Faculty Development Program
Wellesley College Center for Research on Women

A five-year grant from the Andrew W. Mellon Foundation enabled the Wellesley College Center for Research on Women to provide fellowships to New England college and university faculty members for research on women which would lead to a balancing of views of men and women in the undergraduate curriculum.

Thirty-six Faculty Development grants have been awarded to individuals in seventeen different institutions over a four-year period. Recipients teach in fifteen different academic areas, ranging from biology to classics to anthrolopology to political science. Grantees come from a wide variety of institutions, both public and private. Under the terms of the award, up to half of the grants might go to Wellesley College faculty. In the end, fifteen of the thirty-six grantees were from Wellesley.

The aim of the program, which will end in October, 1981, has bean to create a campus and regional network of faculty who would reexamine the assumptions behind each of the academic disciplines, do the research on women which is necessary to any reconstruction of the curriculum along feminist lines, and then teach courses which pass onto students a far wider "construction of reality" than is transmitted by the established curriculum.

The grant program was unusual in that it required no written product. It aimed to produce new knowledge, a new kind of teaching, new perspectives on the old curriculum, and a new understanding of how broad our reconstructed base of knowledge could be. Each recipient received up to one-half a year's paid leave to do research on women, and to attend monthly meetings of the Mellon seminar, composed of the group of grantees in any given year. The Mellon seminars were designed to create and sustain a regional network of women from diverse institutional settings so that work done for the grant year would not be done only in private but would be shared and discussed. The first two years' seminars were based around the themes of Women's Language and Women's Networks. In the third year, the format shifted. Each grantee was asked to present an account of her work in progress and also to discuss Women in the Liberal Arts Disciplines by addressing two questions: What is the basic content and methodology of my academic discipline? and How would my discipline need to change in order to reflect the fact thatwomen are half of the world's population? During the fourth year, the group discussed work in progress and topics within the general theme of Women in the University. Grantees therefore did some collective theoretical and analytical work on ideas and institutions as well as carrying on individual work toward curriculum change.

The required activities within the grants program were simply research on women which would lead to a curricular change and participation in the monthly seminars. In line with these requirements, the selection committee, a panel composed of nine faculty and administrators from five New England institutions, had two chief criteria in mind when evaluating applications: the intellectual liveliness and soundness of the proposal and the likelihood that it would actually lead to curriculum change.

SHERRY O'DONNELL

A Project for Curricular and Instructional Development in Women's Studies University of North Dakota

In 1980, the Women's Equity Committee, a Committee of the Vice-President for Academic Affairs at the University of North Dakota, received money for curriculum and instructional development in Women's Studies from the University's Office of Instructional Development. Under the terms of a Bush Foundation award for improvement of instruction at the University, the Office of Instructional Development gave $7,050 to twenty faculty members from the Colleges of Nursing, Business, Engineering, Fine Arts, Education, and Arts and Sciences. They attended three workshops on integrating Women's Studies into the traditional curriculum, then wrote essays describing their research, course revisions, and curriculum designs for integrating the new scholarship on women into their classrooms. These essays will be published in a Handbook on Women's Studies, to be distributed to UND faculty and educators throughout the state. Selections from the essays will be featured in the September issue of Plainswoman, a regional magazine edited by UND faculty/staff women. Funded by the grant to the Women's Equity Committee, the September issue concerns women and higher education and will be distributed to UND faculty.

The University of North Dakota, a state-supported coeducational school of approximately 10,000 students, does not have a formal Women's Studies program. Since 1973, however, courses on specific topics in Women's Studies have been offered. The Women's Equity Committee offered UND faculty stipends to attend the workshops, opportunity for publication, and a chance to exchange ideas and information with colleagues from other disciplines on campus as well as with nationally-known scholars.

The workshop participants heard lectures and held discussions with Women's Studies scholars in the humanities, the social sciences, and the natural sciences. They viewed films on math anxiety, methods of Women's Studies research, and rural women. Using a set of case materials designed to introduce the concept of sexism in academia (curriculum, teacher/student relationships, hiring and promotion, etc.) faculty members participated in role-playing and mock committee meetings.

Curriculum Development

Faculty developed new courses in mathematics and business; made suggestions for integrating courses offered by the Department of Social Work and into nursing education.

Academic Advising

Faculty designed a brochure for undergraduates explaining how to integrate Women's Studies courses into their majors, do Women's Studies research as independent study projects, or design a major in Women's Studies through the University's Honors Program.

Faculty revised career counselling techniques inhibiting women in the Department of Guidance and Counselling.

Research

Faculty did research on salary inequities at UND; theories of women's low wage and occupational status; sex role stereotyping in teacher education and language textbooks; bibliographical essays on women and anthropology, women and music education, impact of Women's Studies on professional organizations

BETH REED

Conference on "Toward a Feminist Transformation of the Curriculum" The Great Lakes Colleges Association

The idea for establishing a Women's Studies Institute emerged within the GLCA Women's Studies Committee in 1978 as we considered ways our Program could help faculty in our own twelve colleges in their efforts to transform the curriculum. The first GLCA National Summer Institute in Women's Studies took place July 12-August 1, 1981, at the University of Michigan. Substantial support for the first two years of the Institute has been provided by a grant from the Lilly Endowment. Subsequent Institutes are intended to be self-supporting.

The Institute was designed for people already engaged in feminist studies at the college or university level: classroom teachers, librarians, academic administrators, and researchers committed to a feminist transformation of the curriculum. Major components of the Institute were a theory seminar, "A Feminist Critique of the Structure of Knowledge," and a teaching and curriculum workshop, "Women's Studies Teaching Issues, Strategies, and Course Design." These two kinds of sessions ran throughout the Institute, with shared staff, so that participants received intensive, complementary experience in the two most neglected areas of feminist studies: critical theory and an exploration of women's studies teaching issues and teaching approaches. In addition, participants pursued individual or team projects related to their institutional settings.

Interspersed with the above activities were special lectures, performances, and workshops that served several functions, including the presentation of new scholarship in specific fields; exploration of the full personal, social, and political implications of feminist scholarship and teaching; development of new and liberating imagination through the special contribution of the arts; and the building of community and a continuing network among participants.

The 48 participants selected for the first Institute were from all regions of the United States; two were from The Open University in Great Britain; and one was a Swiss citizen currently at the University of London. They represented a range of disciplines and administrative experience and diverse kinds of institutions: state universities, community colleges, and both women's and coeducational liberal arts colleges. Individual projects included the development of new women's studies courses, the transformation of traditional courses, and various plans for women's studies curriculum development and the incorporation of women's studies into the general education curriculum.

RUTH SCHMIDT
BONNIE SPANIER

Toward a Balanced Curriculum:
Integrating the Study of Women into the Liberal Arts
Wheaton College, Norton, Massachusetts

Wheaton College is a woman's college, committed to the education of women for almost 150 years.

Under a three-year grant from the Fund for the Improvement of Postsecondary Education, Wheaton is engaged in integrating the study of women into the core of the curriculum through a systematic examination and revision of introductory courses in all disciplines where faculty express a conviction that research on women is relevant. We are monitoring the process of institutional change to develop a case study of our experiences. Both the new curricula and the case study will be shared with other interested institutions at a dissemination conference in 1983.

The major products of this project will be curricula for enriched introductory courses and a case study describing the process of change. Our intended outcomes are (1) To provide Wheaton students with a balanced view of human existance as reflected in an inclusive liberal arts curriculum; (2) To encourage students to seek out more information on women's roles and concerns; (3) To encourage faculty to become aware of and study the research on women in their discipline and as an interrelated body of knowledge; (4) To serve as a prototype of an inclusive curriculum of liberal learning. This project spans three academic years, starting in August, 1980, and involves three stages of activity: (1) self-assessment, (2) curriculum development, and (3) preparation of a case study, including evaluation and dissemination.

Methods for self-assessment and faculty education in Stage 1 include faculty and student questionnaires, a self-assessment conference, colloquia, faculty workshops and attendance at national meetings. The specific methodologies for Stage 2, curriculum development, are evolving from the self-assessment process and are being tailored to varying departmental needs. Resources are applied, in both stages, to faculty released time, summer support, and short- and long-term visiting scholars. Stage 3, development of a case study, traces the process of curriculum change and will serve as the basis of a dissemination conference at the end of the project. The case study is intended to pinpoint critical events in the project's development to underscore those elements which will make the Wheaton experience and our curriculum model applicable to other liberal arts colleges.

Faculty Conference: A two-day conference of faculty, administrators and student leaders was held at the start of the fall semester, 1980. This conference formally inititiated the faculty's cooperative self-assessment process in which faculty members consider the relevance ofthe new scholarship about women to the Wheaton curriculum and then determine appropriate curricular revisions.

Intensive Workshop for Faculty: Introduction to the New Scholarship about Women. More than twenty faculty members regularly attended a one-week interdisciplinary workshop during Wheaton's January intersession, and more than fifty (from a total of 130) attended at least one session during the week. Eight outside scholars established a solid foundation for the new scholarship about women in their fields, focusing on specific research and discussing the impact of these new perspectives on traditional disciplines. Classic articles in women's studies were provided, and the workshop participants discussed their concerns about the new scholarship and its impact on curriculum. The lectures were recorded for future use. Participants were awarded a stipend for women's studies books related to their interests.

BETTY SCHMITZ

A Project to Achieve Educational Equity Through Curriculum Reform
Montana State University

In 1979 Montana State University received funding from the Women's Educational Equity Act Program (WEEAP) for a two-year curriculum development project titled "Seeking Women's Equity Through Curriculum Reform." The forty faculty members from the university's seven schools and colleges who participated in the project evaluated textbooks and curriculum materials for sex bias, conducted new research on women, and revised standard courses to reflect the results of their research. Project research and development led to both substantial revisions within courses throughout the university curriculum and to change in the faculty participants themselves.

Montana State University, a state-supported coeducational institution of approximately 10,500 students, has never had a Women's Studies program. The grant proposal submitted to and funded by WEEAP identified incentives most likely to invite participation of faculty from a variety of disciplines: a yearly stipend of $1,500 for project research and development, ongoing technical assistance and consultation with project staff, seminars with nationally known consultants, and the opportunity for publication.

Faculty involvement in project activities spanned six quarters. During winter and spring quarters 1980, faculty participants attended a seminar series on issues of sex bias in higher education with nationally recognized scholars. Also during spring quarter faculty analyzed textbooks, course content, and classroom interaction for sex bias and submitted research reports highlighting their findings. Over the summer they conducted research on women and prepared proposals for course development.

In September 1980, a panel of outside consultants and faculty peers was convened to review the proposals. Faculty incorporated revisions based on the panel review into new courses and materials which were then field tested during winter and spring quarters. Their final reports on course development and implementation were submitted at the end of May 1981.

Research. During the first phase of the project, faculty participants initiated individual research projects to investigate problems or issues they had identified in their own fields. Three types of research studies emerged: content analyses of textbooks (e.g. "Treatment of Women in Anthropology Text"); surveys/questionnaires (e.g. "Student Success in Agricultural Engineerings"); and literature reviews (e.g. "Women in the History of Mathematics"). Faculty used the research results to delineate areas for subsequent course development.

Curriculum Development. Materials developed to respond to research findings fell into three major categories:

(1) Guides for identifying and integrating information on women into existing courses (e.g. "Guide for Integrating Women-Related Content into Psychology Courses");

(2) Awareness materials for faculty and students (e.g. "Guide to

Advising Women" and "Guidelines to Eliminating Sexism in the College of Agriculture");

(3) Course materials — the three types of course materials developed correspond to recognized stages in Women's Studies development — new courses focusing on women (e.g. "Sex Differences in Communication"); new units added to existing courses (e.g. a unit on sex bias for "Nursing Trends and Issues"); and new materials on women integrated throughout existing courses (e.g. this approach was used in "History of Montana" and "History of Broadcasting").

MARILYN SCHUSTER

SMITH COLLEGE: PROJECT ON WOMEN AND SOCIAL CHANGE, CURRICULUM GROUP

The Project on Women and Social Change at Smith College, funded by grants from the Mellon Foundation and Monticello, has been active since 1978 and is currently funded until 1984. It is an inter-disciplinary, cross-cultural research group that originally had seven Principal Investigators (there are now eleven) from the social sciences and the humanities. Work-in-progress seminars, lectures, colloquia and summer workshops have opened up the Project to the broader Smith community, the Five Colleges and a variety of visitors.

In June 1981 planning started for a Curriculum Group that will seek to integrate the research and concerns of the Project more directly into the curriculum. Plans are still tentative and funding is on a year-to-year basis; what follows is an outline of our underlying purpose, intentions and initial plans.

1) Overall concept

The initial impetus for this group at this point in the Project's evolution is the desire to integrate our research concerns more directly into the curriculum. The goals are both curricular and pedagogical. How can we more effectively infuse our syllabi with the substance not only of our personal research but of the research all of us are doing and also, can we begin to look more closely at pedagogy — how can the classroom dynamic be changed to embody more directly the value placed on participation, individual discovery and group collaboration that has informed our own work?

The ideal would be to find a way at the Sophomore level to:

1)give students a more coherent, cross-disciplinary sense of women's experience;

2) provide a basis for a feminist critique of the conventional disciplines even while the students are learning the methodologies of those disciplines, ie. make clear the limitations and hidden criteria of disciplinary methodologies as well as the strengths and usefulness of the perspectives they represent;

3) find a way to expose students who are beginning to concentrate in one discipline to the basic methodologies/perspectives of other disciplines. For example, a student beginning to concentrate in the social sciences would learn also what questions are being asked in literature and how; ideally she might begin to integrate her own thinking and to make links among different fields at a time when students are encouraged to become more narrow in focus;

4) facilitate student participation in the learning/teaching process so that discovery is more active for the individual involved.

2) Plan and rationale

The plan thus far entails two separate components each of which will proceed through a number of stages.

a) Course clustering

The first component involves the clustering or loose linking of several (number to be determined) courses in different departments that each have as a primary focus, the experience and achievements of women. The first stage of course clustering, tentatively scheduled for Spring 1982, would involve discussion among the faculty teaching the courses to determine the best means for linking the syllabi. In the first stage, the main instrument for linking the courses will be a common, obligatory lecture series with a lecture approximately every other week at a mutually convenient time. The intention of the series is to introduce all of the students to the key questions of methodology governing each of the disciplines represented by the courses. Focussing on a central theme such as "Women and Power," the lecturers will consist of a mixture of Smith faculty and distinguished guest speakers agreed upon by the faculty involved.

In more advanced stages the syllabi of cluster courses (which could shift from year to year) might be more closely integrated. For example, all students might read a book or two in common and analyse them from the academic perspective they are primarily committed to learning that semester. There might be common writing assignments, peer learning or other activities that would combine students from the different courses.

The reason for pursuing this line of curricular development is twofold. It recognizes that we already have on the books a number of courses concerned with women's experience and that the faculty and students involved in those courses would profit from greater coordination of effort. Also, because clustering can be done without fanfare or a lengthy procedural itinerary, we can start immediately and retain a high degree of flexibility.

b) Pedagogical workshops

Summers can be used to discuss and develop pedagogical methods better suited to our needs than current practice. In the summer of '82, for example, a two week workshop on "case study method" is planned not only for "cluster" faculty but for others interested in revitalizing teaching methods in this way. In later summers and at key moments in the academic year, consultants who have been engaged in the development of feminist pedagogy could be brought in to give us fresh insight and guidance.

CAROL STONEBURNER

"Mainstreaming" Women's Studies
Guilford College, Greensboro, North Carolina

Guilford College is a co-ed liberal arts college with a resident population of about 1,000 students and a continuing education student body (mostly employed adults) of about 450.

In 1974-75, Guilford was awarded a small Faculty Development Grant in Women's Studies from a Title III grant to the three-college consortium (Greensboro College, Bennett College and Guilford College). The purpose of the grant was to start a Women's Studies Program to (1) encourage faculty members to incorporate the study of women and issues related to women in their regular curricular offerings, and (2) to establish some special women's studies courses. The college agreed to pay a Women's Studies Coordinator (part-time salary, equivalent to teaching one course each semester).

The faculty development model, using the interdisciplinary base of a required freshman interdisciplinary course (has involved 60% of the faculty), continues to be the primary way of work. Eleven Women's Studies courses have been taught and several more are developing. However, incorporation of Women's Studies into the curriculum continues to be the main goal.

80% of the faculty have been involved in some parts of the "intellectual consciousness raising" program listed below. More than one-fourth of the possible courses in the curriculum now have a Women's Studies component. The freshman required interdisciplinary course and most required freshman English courses have Women's Studies components. About a quarter of the faculty believe themselves to have been involved in active scholarly work in Women's Studies within their own discipline.

1974-75	Workshop on WHAT IS WOMEN'S STUDIES? Retreat on IMAGES OF WOMEN IN LITERATURE ABOUT BIRTH AND REBIRTH - collected readings served as basis of discussion.
1975-76	Conference (students and faculty) on WHAT IS "NATURAL" TO SEXUALITY? Faculty Study Group on WOMEN AND 19TH CENTURY MEDICINE - collected readings.
1976-77	Consultant on Women's Studies - Dr. Elise Boulding, University of Colorado (Sociology) Conference (students and faculty) on WOMEN AND WORK - 9 speakers Lecture series on AMERICAN QUAKER WOMEN Consortium Grant on WOMEN IN THE ARTS - Guilford program - Marge Piercy - poet and novelist Colloquium series on WOMEN AS SHAPERS OF CULTURE (Social Sciences) - Weekly faculty lecture series in fall Colloquium series on WOMEN AS SHAPERS OF CULTURE (Arts) - Weekly lecture/demonstration series by faculty in the arts and local artists, dancers, etc. 2 issues of Guilford Review - using papers given above
1977-78	Faculty Study Group on THE UNDERSIDE OF HISTORY - Elise Boulding (Sociology) Psychology Department all planned and taught in course on PSYCHOLOGY OF MEN AND WOMEN Colloquium series on SEX ROLES Guilford Review used paper from SEX ROLES Colloquium Faculty Study Group on ANDROGYNY

(over)

1978-79	Faculty Study Group on MOTHERING
	Colloquium on THE HERO
	Faculty Study Group on METAPHOR OF HUMAN SPACE
	Interdisciplinary Symposium on AMERICAN QUAKER WOMEN AS SPACE SHAPERS OF HUMAN SPACE
1979-80	Lecture - FIVE QUAKER WOMEN AND EDUCATION - Helen Hole
	Faculty Study Group - WOMEN AND POETRY
1980-81	Faculty Study Group on HUMAN SEXUALITY
	Co-sponsored a Conference with DOROTHY DINNERSTEIN, Mermaid and Mintaur, Rutgers (Psychology)
	Consultant on WOMEN AND LABOR HISTORY and WOMEN AND WORKERS EDUCATION - Dr. Alice Hoffman, Radnor Center - Penn State (Labor History)
	Planning 1981-82 Conference on WOMEN AND WORK - INTERCULTURAL PERSPECTIVE

EMILY STOPER

Incorporating Women's Studies into the Broader Curriculum
California State University, Hayward

Women's Studies on the Hayward campus is very small and was not expanding -- at a time when other Women's Studies programs around the country and here in the Bay Area are quite large and getting larger. This project's main purpose was to expand woman's studies content in the curriculum -- primarily through the incorporation of more women's studies material in the regular curriculum, secondarily by attracting more students to the women's studies courses offered both within the departments and under the official heading "Women's Studies" and by stimulating the offering of more women's studies courses in the departments.

The heart of the project was the Faculty Development Course, taught in the Winter Quarter 1979 to 12 faculty members, each of whom received 2 units of assigned time. The course was team-taught. The final list of faculty proved to be exactly a "lively mixture of women and men, feminists and sexists" and people from a variety of disciplines.

Since people's interests varied so widely, each faculty member had to pursue his or her specialized area through work done outside the classroom under "contract" with the two instructors. Work was done on at least 6 new courses: Sociology of Women (to be offered Summer 1979); Women in Management; Women in Twentieth Century French Literature; Women in French Film; Women in Sport (to be offered Fall 1979); and Women at Work (to be offered Winter or Spring 1980 by myself and the woman from Management Sciences). Two annotated bibliographies were produced, one on sociology of women, the other on women in development. In addition, class presentations were made by six of the twelve "students" in the class.

The rest of the class time was spent on a series of lecture/discussions led by two instructors. There were also exercises involving the students filling out scales about their masculinity/femininity/androgyny and their work and family orientation, followed by extended discussion of the meaning of these scales, the findings when these scales were given to large samples and what kinds of behavior the various items on the scales correlate with. Follow-up activities include colloquia and one-day workshops on individual topics.

MARY RUTH WARNER

Black Studies/Women's Studies Faculty Development Project

University of Massachusetts/Amherst and Smith College

"The Women's Studies Program at the University of Massachusetts/Amherst was established in 1974 through the efforts of students, faculty, staff, and community women. The Program is dedicated to creating a forum in the academic community for the development of frameworks and methodologies which integrate women's experience and scholarly disciplines, and which ultimately will provide the incentive and expertise necessary to effect change in the larger community. At present, the Women's Studies Program offers an individualized major and a certificated minor to students interested in designing a course of study suited to their own interest and goals."*

While one of the goals of the Program is to foster the mainstreaming of women's studies into the university curriculum, our primary focus has been the development of women's studies as a discipline. However, we are and have been involved with a few "mainstreaming" activities such as the women's studies course description guide, the women's studies colloquium series and a Five College Women's Studies Faculty Development Seminar. The course description guide, published each semester and available to all students, offers a listing of approximately one hundred courses offered by the Program and courses in departments that focus on women's issues, as well as Five College Courses of interest to women's studies students."** Letters sent to several faculty requesting information on potential course listings, over the years have encouraged some faculty to restructure courses to address contributions of women in particular disciplines and others to design courses with a feminist perspective. The Women's Studies Program Colloquium Series has had similar impact since it serves as a five college forum for faculty presentations of research on women. The faculty seminar, funded by a grant from the Mellon Foundation through the auspices of the Wellesley Center for Research on Women, held in the fall of 1978 for women's studies faculty in the five college area, was organized around the topic of "Interdisciplinary Methodology and Women's Studies." This seminar was highly successful in bringing together in dialogue faculty from several campuses and many disciplines.

Another important aspect of our efforts has been the mainstreaming of the subjects of black women and racism into the women's studies curriculum. In the spring of 1979, the Women's Studies Program sponsored a two-day conference for faculty and students entitled "Racism, Black Women and the Teaching of Women's Studies." The conference drew a large audience from the five colleges and is remembered by many as an intellectual turning point. Some of the results of the conference were the inclusion of mandatory courses in cross-cultural perspectives for women's studies students, changes in the Program's public programming--for example, presentations about and by black women have become a major aspect of the Women's Studies Colloquium Series--and the creation of a year-long course by a five college faculty member called "The Significant Role of Black Women in Women's Studies." To continue our efforts in this direction, the Program has been awarded a FISPE grant for a Black Studies/ Women's Studies Faculty Development Project for the next two years.

Jointly sponsored by the Afro-American Studies Department at Smith College and the Women's Studies Program at the University, the Project will bring together a group of up to twenty faculty from the five colleges in an effort to build the intellectual and methodological, curricular and pedagogical connections between the inter-disciplinary fields of Black Studies and Women's Studies. Working together as each other's resource persons, the faculty will attempt to remedy the male bias of the field of Black Studies and the white, middle class bias of the field of Women's Studies. To accomplish this the faculty will participate in a two-year long seminar which will address: theory and methodology, research on Black women, pedagogy, strategies for cooperative enterprise. The product of the first year's seminar will be new courses to be taught at participants' home institutions the following year; the product of summer activity will be an annotated bibliography focusing on race and gender in the courses. In the second year, the faculty will teach the new courses; continue as members of the seminar which will then focus on pedagogy; present a regional conference in January entitled "Black Studies/Women Studies--Building Coalitions"; and produce a publication containing essays, model courses, annotated bibliographies so that their work may serve as a guide for faculty in other places.

* from the brochure, "Women's Studies, University of Massachusetts."

**the Five College Consortium consists of Amherst, Hampshire, Mt. Holyoke, and Smith Colleges and the University of Massachusetts, Amherst.

APPENDIX H

HOW TO INTEGRATE WOMEN'S STUDIES INTO THE TRADITIONAL CURRICULUM

HOW TO INTEGRATE WOMEN'S STUDIES INTO THE TRADITIONAL CURRICULUM

Myra Dinnerstein (University of Arizona)
Sheryl R. O'Donnell (University of North Dakota)
Patricia MacCorquodale (University of Arizona)

Reports from the Seventeen Curriculum Projects Represented at
the SIROW Conference on Curriculum Integration
Princeton, New Jersey

August 27-30, 1981

Sponsored by the Southwest Institute for Research on Women (SIROW)
University of Arizona

Funded by the Rockefeller Family Fund and the
National Endowment for the Humanities

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I. BACKGROUND: THE "MAINSTREAMING" MOVEMENT

After more than a decade of pathbreaking activity in developing courses and research on women, the Women's Studies movement is adopting another strategy for reaching its goal of transforming curriculum and research so that all phases of education from kindergarten through graduate and professional schools will accurately reflect the lives and concerns of women as well as men. This new strategy, called by a variety of names, most popularly "mainstreaming," seeks to move the new scholarship on women into the traditional curriculum. Women's Studies teachers/scholars have become increasingly aware that, despite the large numbers of students who take Women's Studies courses, most students in colleges and universities graduate without any exposure to materials on women. Incorporation of Women's Studies into the traditional curriculum has been slow, indirect and usually accomplished by Women's Studies professors themselves. Few professors outside of Women's Studies specialties have incorporated the new research on women into their courses.

In reaction to some of these limitations and to reach those students and professors not directly involved with Women's Studies, a spontaneous and almost simultaneous movement has developed on campuses throughout the United States in the last few years. Individual campuses, using a variety of strategies and tactics,have devised programs to introduce their traditional faculty members, and eventually their students, to Women's Studies.

SIROW Conference at Princeton

Although information on these mainstreaming projects had been circulating informally for some time through a network of project directors and Women's Studies professors, many of those involved in projects felt that a formal meeting of project personnel would be useful. Through this meeting, participants could share information and pass on the results of their efforts to others in Women's Studies in a systematized and visible way. Thus, a three-day conference on integrating Women's Studies into the curriculum was held at the Nassau Inn, Princeton, New Jersey, August 27-30, 1981. Sponsored by the Southwest Institute for Research on Women (SIROW) of the University of Arizona and supported by the Rockefeller Family Fund and the National Endowment for the Humanities, the Conference brought together directors of seventeen projects involved in integrating materials on women into the college curriculum, consultants in Women's Studies, professors from the social sciences and humanities, and representatives from funding agencies.

The mainstreaming projects included in the SIROW Conference were selected to illustrate a variety of approaches to integration and a wide spectrum of institutional settings. Attending the meeting were representatives of four women's colleges, seven state universities, two religious colleges (one of which is coeducational), one small liberal arts college, one discipline-specific project (American Literature), and two college consortia (the 16-college group of colleges chiefly for women, and the Great Lakes Colleges Association of twelve small midwestern liberal arts colleges). For a list of SIROW Conference participants and their addresses, see Appendix A.[1]

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[1] For further details regarding the projects attending the SIROW Conference, see Appendix B and "The Study of Women in the Liberal Arts Curriculum," The Forum for Liberal Education, IV, 1, October, 1981, ed. Peggy Brown with Kim Merrill, published the American Association of Colleges, Washington, DC.

One result of this conference was a report designed for college administrators which was used as a background paper for a conference of college administrators and Women's Studies scholars at Wingspread, Wisconsin, on October 22-24, 1981, sponsored by the Association of American Colleges.[2]

Purpose of this Handbook

Another result of the Conference is this "How-to" handbook, designed for Women's Studies programs and professors and all others who are interested in curriculum integration. Drawn from the experience of the seventeen projects represented at the SIROW Conference as reported by panelists and discussed by Conference participants, the handbook offers practical hints on how to develop a curriculum integration program and advice about resistance: what it is and how to deal with it.

We hope that this report will prove helpful to the wider group of Women's Studies programs and useful in extending curriculum integration efforts such as those represented at the SIROW Conference.

II. HOW TO GET STARTED: USING CURRENT CAMPUS CONCERNS

Approaches to integration of Women's Studies in the curriculum vary considerably, depending on the institutional settings in which they take place. One heartening observation at the SIROW Conference was the inventiveness of project directors who used the diverse resources and particular circumstances of their own campuses to launch mainstreaming efforts.[3] Campuses with Women's Studies programs, including California State University at Hayward and the University of Arizona, wanted to increase the numbers of students exposed to the new research on women. This desire provided the impetus while the *Women's Studies programs served as the institutional base* for carrying on the effort. Other colleges used a great deal of imagination in making use of whatever concerns prevailed on their campuses. For example, St. Mary's and Denison used interest in *revising general education or core curriculum* requirements to introduce the mainstreaming issue. At women's colleges like Wheaton or Wellesley, administrators concerned about *what kinds of educational experiences were most meaningful for its female student body* began to think of transforming the curriculum. On some campuses such as Guilford, St. Mary's, University of Massachusetts-Amherst, and Montana State, a desire to *provide an education stressing equity for all* people spurred change. On others, such as Smith, Stephens, and Georgia State, faculty were drawn together initially *by mutual interest in research* on women and then considered changing the curriculum.

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[2] For a copy of this background report for administrators, send $3.50 to cover costs to SIROW, Women's Studies, Modern Languages 269, The University of Arizona, Tucson, AZ 85721. Make checks payable to The University of Arizona.

While some schools utilize faculty teaching courses on Women's Studies or whose major research focus is on women, others look for leadership to administrators who have themselves been pioneers in Women's Studies. Some other schools, eager to bring the results of new research on women to their campuses, are limited by small numbers of Women's Studies faculty and resistance to new programs in a time of declining financial resources and tight budgets. They view curriculum integration as a way of broadening the liberal arts curriculum through an infusion of Women's Studies scholarship in all departments rather than establishing a separate program.

Surprisingly to many project directors, administrators proved to be important allies on many campuses in promoting curriculum integration. Administrators, by a variety of means ranging from actually initiating the project to giving public recognition and approval, indicated to their faculties that participation in curriculum integration and awareness of the new scholarship on women are important and legitimate campus activities. The role of administrators is a delicate one, since many faculty may resist and resent what they interpret as interference with curricular matters by administrators. Interested administrators, working closely with curriculum project personnel, must work sensitively to discern the right approach for their particular campus.

Beth Reed of the Great Lakes Colleges Association offers six strategies for instituting a curriculum integration project in any campus setting:

1) Develop a working group committed to addressing a common set of needs;
2) Analyze how the institution functions and which traditions and what current procedures and structures can be used to advantage;
3) Look for existing programs or projects which can be used as models or on which your project or program can "piggyback" for financial support;
4) Be informed by large visions, but define small achievable objectives--and be open to negotiation and the possible emergence of new ideas;

5) Broaden the base of support by seeking out allies who may exist in unexpected places and whose influence on others may make a critical difference;

6) Be careful to keep appropriate people within your institution well informed, and to establish a communications network which extends beyond your institutional setting (whether the setting is composed of one institution or a consortium of institutions), in order to bring in new ideas and fresh perspectives and quite possibly increase the visibility or credibility of your work within your own setting.

III. HOW TO ATTRACT AND SELECT FACULTY PARTICIPANTS: REWARDS AND RESISTANCE

Most project directors tried to enlist a balance of faculty from all disciplines on campus. As the table below shows, they included a high percentage of tenured faculty and a significant percentage of males. Most directors agreed that senior professors were hardest to recruit, and that younger faculty teaching large introductory-level courses would reach more students. While powerful tenured faculty lent prestige to the projects they joined, they often were more difficult to recruit than younger faculty.

Rewards

SIROW conference participants used a combination of strategies to enlist faculty in mainstreaming projects, but the three advantages most attractive to traditional faculty were 1) financial support, 2) intellectual stimulation, and 3) interaction with faculty colleagues. Other rewards which appealed to faculty were 4) teaching improvement, 5) opportunity for publication, 6) recognition/visibility, and 7) social change. Since different campuses had different priorities, what worked at one campus would not work at another.

CHARACTERISTICS OF FACULTY PARTICIPANTS IN MAINSTREAMING PROJECTS [1]

Percent Tenured Faculty	Percent Male Faculty	Total No. of Faculty Participants
50	3	250
55	45	80
NA	NA	72
50	60	40
60	60	40
90	0*	36
100	98	30
50	45	26
67	50	25
75	10	20
NA	NA	20
100	30	20
65	35	17
100	50	14
50	50	8
NA	10	48

NA Not Available
* All women faculty

[1] Each row in the table indicates one project represented at the SIROW Conference.

No doubt financial rewards ranked high as the most attractive inducement to faculty, but the actual amounts of stipends can vary widely. Among the seventeen projects at the SIROW Conference, stipends ranged from $200 at one university to $11,000 at another. If no funds were available, projects interested faculty by *offering released time*, which can sometimes be negotiated within the college and does not necessarily rely on outside funding.

The promise of intellectual stimulation and interaction with colleagues can also attract potential participants. On large, highly-departmentalized campuses where intellectual interaction is limited to departmental colleagues, opportunities for interdisciplinary seminars and colloquia promise a refreshing change. Most of the faculty involved in mainstreaming projects mentioned their delight with such interdisciplinary efforts in their evaluation reports. One faculty member in the California State at Hayward project wrote, "This seminar has accomplished something which is far too infrequent on the Hayward campus, the bringing together of faculty members from different disciplines to share insights on a common topic. This is really what a university should be all about. I found the sharing of ideas exhilarating..."

At some places like Montana State and the University of North Dakota, the possible publication of faculty research attracted people to the project. At colleges which emphasize teaching, the new scholarship on women was described as an important part of keeping up to date with current research, as good teachers. Even campuses valuing research more than teaching house some faculty members who enjoy reputations as good teachers and are therefore receptive to projects which can enhance their standing.

Resistance

Scholars from institutions rewarding high-level research and publication rather than teaching performance may not be very enthusiastic about projects for curriculum reform. Younger faculty in part-time or tenure-track positions hesitate to align themselves with what they perceive as marginal projects offering little prestige and less credibility in the eyes of colleagues and deans. And many academic feminists not directly involved with the projects suspected the outcome of short workshops and brief conferences on topics and methodologies they had worked years to sort out and conceptualize. "They'll read three books and listen to one lecture and declare themselves experts," warned many veteran feminists.

Clearly, criteria for selecting participants were determined by prevailing attitudes at each institution. Most often, faculty resistance took predictable forms: "Women's Studies is inappropriate to our educational mission," argued many schools who were public or private, coed or not. "This will take time from my real research," objected the scientists. "I have too much regular material to cover." "I've heard all that stuff before." "How can it further my career?" "My hopes for promotion?" "My national reputation?" Most often, faculty resistance could be traced to fears of losing scholarly authority and identity. "It's disturbing to move beyond territory that one's own graduate professors didn't sanction," commented one project director. "And it's hard to convince traditional academics with traditional training that standards of excellence in the humanities, or standards of importance in the social sciences, must be revised to include women's experiences."

SIROW participants agreed that this revision is neither quick nor painless. And it cannot be achieved without the help of 1) powerful, tenured faculty who are willing to alienate themselves from their own disciplines; 2) strong institutional commitments to award prestige, tenure, promotion, merit raises, and public recognition to Women's Studies scholars and teachers. "We must persuade our colleagues that there is such a creature as an out-of-date professor who knows nothing about women," commented one project director. "We haven't done that yet."

IV. HOW TO DESIGN A MAINSTREAMING PROJECT: EXAMPLES FROM THE 17 PROJECTS AT THE SIROW CONFERENCE

Most of the projects represented at the SIROW Conference are newly involved with mainstreaming efforts, although several colleges, notably Stephens and Guilford, started their activities in the early 1970's. Strategies for mainstreaming range from campus faculty development projects to conferences to institutes and seminars. Using a faculty development model which includes as a major component the opportunity for independent research or reading, most of the projects described at the SIROW Conference helped faculty acquaint themselves with the new scholarship on women and then begin to initiate curricular change.

Small liberal arts colleges like Wheaton and Guilford seek to involve the entire faculty in their integration efforts while large state universities like Montana State and the University of Arizona concentrate on professors who teach large, introductory-level undergraduate courses. Discipline-wide projects, such as that of the Feminist Press on American literature courses, involve participants from universities throughout the country, while coalitions like the Great Lakes Colleges Association, the Wellesley Faculty Development program, and Georgia State deal with faculty from a number of colleges within the region.

At some institutions, notably Montana State, the University of North Dakota, and Wheaton, faculty members initiated projects to investigate problems or issues they had identified in their own textbooks (e.g., "Treatment of Women in Anthropology Texts"); surveys/questionnaires (e.g.,"Women Students' Success in Agricultural Engineering); and literature reveiws (e.g., "Women in the History of Mathematics"). They then used the results to modify their courses.

"Mainstreaming" projects often supplemented independent faculty research with seminars or workshops, visiting scholars, and resources supplied by the project staff: articles, books, bibliographies and review essays.[1] Conferences are another strategy used by two of the SIROW meeting participants. The Georgia State conference, "A Fabric of Our Own Making: Southern Scholars on Women," presented the new scholarship on women in order to stimulate new ideas for research and course development. The 16-college Informal Coalition, a consortium of 16 independent, and primarily women's colleges, held a conference to study the integration of Women's Studies into the liberal arts curriculum and the role which women's colleges might play in that effort.

Courses, summer institutes and workshops proved helpful to several schools. California State University at Hayward granted 12 faculty members two credits of released time to attend a semester-long Faculty Development Course team-taught by two Women's Studies faculty and featuring lectures, common readings, and independent projects. Summer institutes for faculty are a major part of the integration projects at Lewis and Clark College, the Great Lakes Colleges Association program and The Feminist Press's project on American literature. Wheaton sponsored a two-day conference for the entire faculty, administrators, and student leaders at the beginning of their project and a one-week interdisciplinary workshop to introduce faculty to the new scholarship about women.

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[1] Appendix C provides an annotated list of resources useful for introducing faculty participants in curriculum integration projects to Women's Studies.

Several projects included the creation of "products" as an important part of their strategies. The Feminist Press's project on "Mainstreaming Women's and Minority Studies in American Literature Courses" will produce a volume of syllabi, bibliographies and related materials plus brief essays on courses which have begun to be changed and a new anthology of American literature which significantly increases the inclusion of women and minority writers. Both Montana State and the University of North Dakota required participants to prepare written accounts of their research and revised curriculum for possible publication. Selected papers and slides from the art exhibit will be made available to those who attended the conference at Georgia State.

SIROW participants offered this potpourri of useful strategies, some major, some minor, and all suited to a variety of campuses:

1. A "working cocktail party" where Women's Studies faculty are covertly assigned to educate traditional faculty on the importance of the new scholarship on women

2. Production of model syllabi which traditional faculty can adapt for use in their classes

3. Offers to give guest lectures or serve on panels for traditional faculty

4. Requests that traditional faculty read Women's Studies books and articles and give their professional assessments to Women's Studies faculty individually or at departmental meetings

5. Forming coalitions with Afro-American Studies, Indian Studies, Chicano Studies, etc.

6. Making sure that important campus committees contain Women's Studies faculty who can then influence faculty development, general education requirements, allocation of student funds, library acquisitions

7. Team teaching courses with traditional faculty
8. Requiring extensive proposals for integration of Women's Studies into traditional curriculum and offering big incentives to do so
9. Holding two-day retreats away from campus for Women's Studies and traditional faculty
10. Using administrators to support work and commitment from traditional faculty
11. Establishing consortial groups to hold regional meetings and apply for national funding
12. Referring to traditional faculty's first efforts in Women's Studies scholarship as "work in progress" so that they won't think they have finished their work or exhausted research possibilities

No matter what strategies you choose, the most important product resulting from your program will be a changed curriculum, passing on to students an enlarged and corrected picture of social reality.

Staffing of Projects

Project staffing varied from campus to campus, and was largely determined by available budgets. Recipients of federal monies were able to hire secretarial help and pay project directors as well as provide xerox materials, films, and tapes for "mainstreamers." Projects on campuses with well-developed Women's Studies programs made good use of resources and personnel established by those programs.

Projects with little or no outside funding and no Women's Studies programs used whatever facilities were available: work-study students "borrowed" from a not-so-busy campus office; money for curriculum materials from faculty development budgets; office space and telephones from a cooperative dean.

SIROW Conference participants agreed that the staffing of projects was important, since it directly affected the way "mainstreamers" perceived curriculum integration. A marginal project with little money and all volunteer staff seemed temporary and minimally important to curricular change. The more successful projects were able to recruit senior faculty and/or administrators whose involvement with curriculum integration lent credibility to "mainstreaming" efforts.

Evaluation

Projects used a variety of evaluation procedures involving some of the following elements:

a. interviews with "mainstreamers" at the beginning and at the end of the project

b. self-evaluation by project directors and staff

c. pre- and post-attitudinal questionnaires for students in classes that are "mainstreamed"

d. analysis of participants' syllabi before and after they have participated in the project

e. oral and/or written reports by project participants

f. outside consultants

SIROW conference participants agreed upon the usefulness of bringing scholars from outside the institution to evaluate the project. Not only can they reach people whom "insiders" sometimes cannot reach, but also they give "insiders" a fresh perspective on their own campuses. Visits from outside consultants can inspire conversations between people who have not spoken to each other for years. Evaluators with no vested interest in campus politics can break old silences and create new alliances or suggest the unthinkable in the most casual way. They can also carry messages from local Women's Studies faculty to local administrators and faculty--messages which, coming from the "outside", might be considered rather than rejected by university personnel.

V. HOW TO COPE WITH RESISTANCE

SIROW Conference participants agreed that the process of integrating Women's Studies into the curriculum will take a long time and requires a great deal of patient effort, long-range vision, and political savvy. Only a long-term perspective can help us confront the fact that, despite more than a decade of immensely productive and significant scholarly activity in Women's Studies, little of this information seems to have reached the consciousness of traditional faculty members.

Almost all of the project directors said that previous assumptions about the willingness of traditional faculty to learn about Women's Studies had been altered. "We have spent the last twelve years learning about women in each other's disciplines, and the (traditional faculty) don't even know about women in their own disciplines," commented one project director. Another one said, "I came away from the SIROW Conference a much sobered person. I used to believe that any good-willed academic could be trained to "mainstream" the new scholarship on women into the traditional curriculum. Now I see that's not the case."

People who introduce new scholarship on women to traditional faculty must be prepared to do so at a fairly basic level and must be willing to repeat the obvious at frequent intervals.

Resistance by traditional faculty occurs both on intellectual and personal levels, partly because new questions asked by all scholars are initially perceived as disturbances rather than as exciting new avenues to insight. The basic premises of integration--that women are significant subjects of scholars' inquiry and that their lives are valuable to study in themselves-challenge the familiar organization of knowledge, though not the original premises of scholarship. Such challenges threaten the academic training of traditional faculty and raise issues of territoriality. Often, objections to Women's Studies scholarship are voiced in terms of the "objectivity" of traditional scholarship and the "political" or "subjective" nature of Women's Studies scholarship. These objections can partially be met by distributing some of the new feminist critiques of the theory of "objectivity" and by importing distinguished visiting scholars who can lend authority to Women's Studies work.

On a personal level, examination of the status and experience of both men and women cannot help but change one's understanding of relationships in one's personal life. The works of Nancy Chodorow and Dorothy Dinnerstein, which describe the psychic sources of tensions in male/female relationships, provide clues to the nature of problems that many Women's Studies mainstreamers must confront. Participants at the SIROW Conference concluded that traditional faculty who are introduced to this material often must undergo attitudinal and personal changes. Some projects, such as the one at California State's Hayward campus, confronted this problem head-on by including exercises on attitudes toward men and women in their Faculty Development seminars. Other projects, like the one at the University of North Dakota, used imaginary case materials and mock committee meetings, allowing participants to dramatize their feelings through role-playing and role-reversal.

Another major problem is that of tokenism in mainstreaming projects. Faculty often use the "add women and stir" approaches to curriculum design: they include a special unit or make one reading assignment and imply that this adequately "covers the field." They make little effort to question the premises of the particular discipline they practice; they still define "male" as universal and "female" as deviant or relational.

This difficulty became quite evident in mainstreaming projects requiring participants to produce some kind of written report or "product." Many of these essays resembled the efforts of Women's Studies scholars in the early 1970's, lacking the depth and sophistication of more recent scholarship on women. Some SIROW Conference participants believed this beginning stage of scholarship to be inevitable, since mainstreaming faculty mostly undergo the same intellectual and theoretical journeys as did Women's Studies faculty. But the more pessimistic wondered if mainstreamers would ever come to use and understand the feminist perspective. The optimists felt that understanding and acceptance was only a matter ot time.

Another difficulty faced by a number of programs is that of *establishing workable techniques* to introduce faculty to Women's Studies. Members of some projects, convinced that a colleagial approach would be most congenial and effective for all concerned, hesitated to impose required readings and assignments on their participants. But experience has shown that while a colleagial approach remains the ideal, faculty participants in projects should be clearly informed of what they are expected to do and then required to do it.

One problem cited by some integration projects was the *lack of a Women's Studies program*. On their campuses, efforts to continue mainstreaming have been hampered because there is no core group to support, sustain, and revitalize such efforts. Those whose thinking has been changed cannot find many colleagues within their departments to talk to, and may have trouble finding such individuals outside their departments if there is no Women's Studies program to identify and organize them.

As a result, some of the mainstreaming projects have begun efforts to establish Women's Studies programs after the integration process has begun.

Another problem is that limited resources restrict the possibility for change and reduce chances for institutionalizing programs. Conference participants wondered how they could continue their projects on soft money, how they could reach disciplines such as math and science, and how to confront emerging issues such as race, sexual identity, and homophobia. For many projects time was also a limited resource: projects were over too quickly or programs had to begin before plans were completed or there was not enough time to help faculty develop quality materials (i.e., rewriting drafts of essays and articles).

One note in conclusion: In view of decreasing funding but growing student interest, one strategy which we must pursue with more determination is to call the universities on their professed commitment to the pursuit of truth and the development of new knowledge. Traditional faculty will object, in a faculty meeting, that the university is committed to the development of important knowledge. As that statement dies away, nowadays, there is usually a groundswell of comment from around the room. . . May we increase the groundswell!

VI. HOW TO DEAL WITH CAMPUS POLITICS

For those of us who have been involved in Women's Studies programs and feminist scholarship, it comes as no surprise that politics play a major role in "mainstreaming" attempts.

Despite the evidence at the SIROW meeting that administrators have been active in "mainstreaming" efforts, it still remains difficult to get administration support that goes beyond rhetoric. On many campuses curriculum and teaching remain peripheral issues while emphasis and rewards go to research efforts. There is less difficulty on campuses which have a tradition of faculty development that emphasizes teaching, but on many campuses, "mainstreaming" efforts will meet the resistance which surrounds any serious effort at curriculum reform coupled with the additional resistance that is found to many women's issues.

For that reason, large outside funding has played a role in reminding administrators that federal agencies and private foundations are interested in this type of educational reform. The curtailed funding available in the next few years might, for that reason, be another obstacle to "mainstreaming". The hope is that curriculum integration efforts have had enough of an initial push to overcome this problem.

Interestingly enough, some of the resistance to curriculum integration comes from dedicated Women's Studies scholars and teachers who worry, quite legitimately, about what will happen to the feminist perspective in the classrooms of non-feminist professors. They believe that mainstreaming will result in only token, and sometimes inaccurate, additions to the curriculum and would prefer that students be exposed to this material in Women's Studies classes. Some of these feminists argue that efforts to change the traditional curriculum must wait until the new scholarship on women permeates the disciplines and the textbooks so that its importance to the discipline will penetrate the consciousness of even the most resistant.

Others fear that mainstreaming will be used as an excuse to disband or give little support to often precariously established Women's Studies programs. As a high-level administrator said, gleefully, to the Director of Women's Studies at the kick-off dinner for one of the mainstreaming projects, "Well, I guess this means your work is finished and you will be out of a job soon."

For that reason, it should be made clear from the beginning that integration is an adjunct and not a substitute for Women's Studies courses and that these courses need to continue to provide the depth and breadth not possible in mainstreamed classes.

Another area of potential difficulty is the type of professor who is willing to participate in mainstreaming efforts. Often such projects would like to attract academic leaders and influential researchers but sometimes they find that those who are willing to participate are those who are marginal both in their departments and their disciplines. In selecting participants, one must be careful not to discourage those who are willing to join and yet be certain that some academic leaders are also included.

One of the strongest political tactics available to those who want to undertake mainstreaming remains the one that has proven so useful in the establishment of Women's Studies - student interest. A number of faculty have been drawn to these efforts because they have graduate students who want to do dissertation topics on women or by students' questions in traditional classes. In a rather neat example, a student who had taken a course in women in literature indignantly demanded of the instructor of another literature course that he include books by women. (He did.) Once a critical feminist perspective is introduced in Women's

Studies classes, students can often be encouraged to bring this perspective to the syllabus and classroom of their traditional courses. Although such strategies seem slow, they often are some of the most effective ones available to us.

VII. HOW TO FUND PROJECTS: FUNDING PROSPECTS, PAST AND PRESENT

Funding by government and private agencies has been a key factor in promoting projects to integrate Women's Studies into the curriculum. Several project directors noted the availability of federal grants and foundation monies as crucial to their undertaking projects when they did. Fifteen of the seventeen projects represented at the SIROW Conference have received some form of external support from agencies such as the Fund for the Improvement of Postsecondary Education, the National Endowment for the Humanities, and the Women's Educational Equity Act. Four private foundations--the Carnegie Corporation, the Ford and Andrew W. Mellon Foundations, and the Lilly Endowment--have also funded projects when they intersected with other program objectives of the foundations. The significance of funding as a factor in promoting curriculum integration may be skewed by the fact that extensive programs with outside funding were more likely to attract the attention of the SIROW Conference organizers than were small programs funded by deans and provosts.

Given the declining availability of outside funding opportunities, new ways to fund curriculum revision must be found. Projects will need internal funds to support their work and will increasingly have to offer faculty supports and incentives that can be supported by the institution itself, such as released time, summer stipends, book grants, and faculty *development grants*. General faculty development programs can make certain that some of their funds are specifically earmarked for changing the core curriculum rather than producing advanced-level courses. Standing college committees such as curriculum or teaching and learning committees can focus their energies on devising strategies for integrating materials on women into the curriculum. *Alumnae gifts* are a potential source of funding which may have been previously neglected. Three of the projects at the SIROW Conference had received funding from alumnae specifically to support Women's Studies integration.

VIII. HOW TO INSTITUTIONALIZE WOMEN'S STUDIES INTEGRATION: SUCCESSFUL STRATEGIES AND RESULTS

Although most of the seventeen projects at the SIROW Conference were in the early stages of development, participants in many of them had thought a great deal about how to institutionalize so that the process of integrating women into the curriculum continues once the project is over or grant funds run out.

Some colleges, including Wellesley and the University of North Dakota where Women's Studies programs had either been dormant or not formally established, saw the importance of *establishing a Women's Studies program as a center for faculty interested in research and teaching on the efforts of integration*. Integration now is becoming gradually institutionalized at these colleges along with Women's Studies. Further plans to assure institutionalization included efforts like those at GLCA to establish some type of regularized staff or faculty position devoted to Women's Studies concerns.

Plans are also under way at a number of colleges and universities to join a variety of projects and committees already established, *particularly faculty development projects which have not included an emphasis on women* but which now can be used in this way. Other schools have curriculum or teaching and learning committees which can be encouraged to make the integration of women their concern. Women's Studies faculty and mainstream faculty can give classroom lectures, seminars, and colloquia for departments or colleges. *Team-teaching* by Women's Studies faculty and other faculty is another way to expose more people to integration ideas.

The experience of 357 Women's Studies programs now in existence as well as the seventeen integration projects represented at the SIROW Conference suggest that efforts to integrate Women's Studies into the curriculum offer many benefits to the institution in addition to those occurring in the classroom. The following list is a *helpful summary of those benefits, and can be used to enlist institutional support*:

1) The curriculum reflects the experiences of both sexes and therefore provides an accurate picture of social reality.
2) The process of integrating Women's Studies provides an occasion for a thorough review and critique of an entire college curriculum to assess how it is meeting the needs of its students and whether or not it reflects and incorporates advances in research.
3) Interdisciplinary networks for communication, research, and teaching offer intellectual stimulation and increase the interaction of colleagues.
4) A curriculum that responds to the interests of women and minorities is an attractive inducement in recruiting and retaining students, especially the growing numbers of returning

women students enrolled in continuing education and evening courses.

5) Increased faculty publication results from involvement in new areas of research and teaching.

6) Women's Studies integration and the concomitant curriculum review and revision provide impetus for building library collections and organizing materials on women in special collections and archives.

7) For women's colleges, efforts to integrate Women's Studies provide opportunity to re-think and revitalize the unique mission of those institutions.

8) For all liberal arts institutions, efforts to integrate Women's Studies provide the opportunity to review and expand the commitment of the open-minded pursuit of truth.

It is also important to emphasize that integrating Women's Studies into the traditional curriculum creates tangible results. Although nine of the seventeen projects represented at the SIROW Conference are in the early stages or have barely begun, the cumulative results of the other eight are impressive. Results of the questionnaire completed by the projects show:

Number of new courses on women: 66

Number of existing courses altered: 267

Number of papers delivered by project participants at professional meetings: 166

Number of articles on related topics submitted by participants for publication: 123

Number of students in experimental courses: 4500

Number of books completed: 7

APPENDIX A

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APPENDIX B

Summaries of the Seventeen Curriculum Integration Projects Represented at the SIROW Conference on Integrating Women's Studies into the Curriculum

Princeton, New Jersey
August 27-30, 1981

INZER BYERS

Conference on "Scholars and Women: The Place of the New Learning about Women in Liberal Arts Institutions"

The 16-College Informal Coalition

In 1980-81, sixteen independent colleges with a shared history of educating women joined in an informal coalition. The purpose of their joint effort was to study the integration of women's studies scholarship into the liberal arts curriculum and the role which women's colleges might play in that effort. The conference was held March 13-15, 1981 at the Center of Continuing Education at College Park, Maryland, funded by the Ford Foundation and the Carnegie Corporation.

The sixteen colleges involved included two West Coast institutions, Mills and Scripps, and 14 eastern and southern ones: Agnes Scott, Cedar Crest, Chatham, Goucher, Hollins, Hood, Mary Baldwin, Randolph-Macon, Salem, Skidmore, Spelman, Sweet Briar, Wells and Wheaton. One member, Skidmore, has become in recent years a coeducational institution.

The conference centered around two major themes: first, the new scholarship about women in the humanities, social sciences and natural sciences, and secondly, the need for and problems of the integration of such scholarship into the liberal arts curriculum.

The conference, which involved 72 faculty and administrators, centered on faculty development. The first concern thus was to inform faculty about trends in women's studies scholarship and mainstreaming issues through the efforts of several national women's studies authorities. A second effort focused on examples of the impact of the new scholarship and methodology issues in specific disciplines. A third part of the conference concerned activities within our own institutions. Faculty presented papers about women or methodological experiments at integration.

A key motivating premise of the conference was the belief that women's colleges have a special obligation to be involved in such issues and a potentially unique role to play in integrational efforts. Accordingly, the final sessions centered on evaluation of the roles which women's colleges might play.

Before the conference ended, each college group was asked to report on plans for giving immediate feedback to their individual college about the conference. Also they indicated possible ways of involving their campus in follow-up activities. The conference program coordinator is to act as liaison person for collecting information about what is to be done and to circulate that material among conference participants.

MYRA DINNERSTEIN

Women's Studies and the University Curriculum
University of Arizona, Tucson, Arizona

The goal of this three-year project, funded by the National Endowment for the Humanities, is to change the content and the structure of curriculum to include materials and scholarship on women by the following means: conducting a series of faculty development activities that will enable faculty of basic courses in many departments to develop materials on women; extending Women's Studies to the graduate level by establishing four new graduate courses in Sociology, Anthropology, Political Science and History; and by revising the undergraduate Women's Studies curriculum.

Each year of the three-year grant period a new group of ten professors will join the faculty development project. By the third year of the grant, 30 faculty members will have participated in the project.

Activities in the project include:

Dean of Liberal Arts Invitational Program - at the beginning of each project year, the Dean of Liberal Arts sponsors an invitation program for heads of the department involved in the mainstreaming effort, the professors who will be joining the project and the Women's Studies faculty.

Summer Study Time - for five weeks during each of three summers, ten professors receive summer stipends to read and study Women's Studies scholarship and develop Women's Studies material and bibliography to incorporate into their courses. A Women's Studies faculty member acts as a resource for the group and she and the Women's Studies librarian act as consultants on bibliography and Women's Studies scholarship.

All-Day Retreat for Faculty Participants and Women's Studies Faculty - during the retreat, which takes place before the academic year begins, participating faculty each present a formal report on how they plan to incorporate materials on women into their syllabus and course. The retreat gives Women's Studies faculty and participating faculty an opportunity to discuss Women's Studies content, theories and methodologies.

Visiting Scholar Colloquia - twice each semester, Visiting Scholars will visit the campus to hold colloquia with participating faculty and with the relevant department. The colloquia are also occasions for participating faculty to discuss problems, questions and issues involving the integration of materials.

Informal Consultation and Evaluation - throughout the year the Director, Assistant Director and the Women's Studies faculty will be on call for informal consultation with participating faculty. Each of the participating faculty has already been contacted by the Women's Studies faculty in his/her department and invited to join the project. This Women's Studies contact will continue to be available for discussions throughout the course of the project.

Continuing Participation in the Project and Formation of the Women's Studies Network - although each year the faculty development activities will introduce ten faculty members, the other participating faculty will be invited, from the beginning, to the Women's Studies colloquia, the retreat and the evaluation meetings in order to build a university-wide network of faculty involved in the new research on women.

JEANINE LINDSTROM ELLIOTT

Integrating Women's Studies into the Curriculum, 1973-1981
Stephens College, Columbia, Missouri

Stephens has been engaged in a process of curricular change involving Women's studies since 1973.

In 1980-1981, a major curricular revision was undertaken by the college. All courses which students take to meet the liberal education requirement (six courses for B.S. and B.F.A. degrees, eight courses for the B.A. degree) will incorporate information and values relevant to women and ethnic minorities, Women's Studies will be one of seven areas in the liberal education requirement, and a senior requirement for all B.A. students will be designed to integrate classroom learning with the decision-making, value-oriented components of women's lives. The final test of success of integrating women's studies into the curriculum will come with the implementation of the new degree requirements in 1982.

A number of projects have been undertaken since 1973 which have contributed to this faculty decision. One such project was the Faculty Workshop on Women's Education which was established in 1971 through a grant from the National Endowment for the Humanities. Workshops have been continued through support from the college. Twenty-five faculty and administrators have participated.

Each year, eight or nine faculty members and/or administrators are selected by the director of the previous year's project, the director for the coming year and the Assistant to the President for Women's Education. Members are chosen to represent the diverse character of the college, to maintain a balance between women and men, to maintain a balance between "beginners and advanced" people in the area of women's studies, and if possible, to put together a group of people who will work well with each other. The project director is chosen from among members of the group the previous year.

The Faculty Workshop on Women's Education meets for eight Saturdays during the academic year. In the first part of the year, the group shares in common readings. Resource materials are presented to the group by the director and local consultants. In the latter part of the year, each member is responsible for a half-day discussion. Usually, the participant prepares a paper or project which relates women's issues to their own academic discipline (academic content or teaching methods or both). In some cases, papers have addressed wider institutional issues. When possible, visiting resource people have been invited to participate as consultants.

The participants of the Faculty Workshop, along with the faculty and administrators who form the Women's Studies Faculty (about 50% of the faculty), form the core group which has worked toward implementing the mission of the college within the academic curriculum.

DIANE L. FOWLKES
CHARLOTTE MCCLURE

A Model for Gender-Balancing the General Curriculum in Higher Education

Georgia State University

A predominantly female group of about 15 Georgia State University faculty, staff and students who were interested in research on woman met in the spring of 1976 to discuss common interests, air grievances and devise strategies for creating an atmosphere more conducive to their intellectual pursuits. A natural progression was to develop new undergraduate courses on woman in the various disciplines and to have these new courses accepted by the faculty as part of the curriculum. The Women's Studies Group decided that mounting a conference that brought together scholars/teachers presenting their research on woman would expose participants to the field and provide them with new ideas for research and course development and with strategies for changing the curriculum through gender-balancing. Funding was obtained under the Women's Educational Equity Act in 1979.

The Model: Components

> The objectives of the model are: (1) to develop, validate and present new knowledge of and about woman in the various disciplines; (2) to sensitize scholars/teachers in the disciplines and administrators to such new knowledge; (3) to provide (a) course modules and bibliographies for designing new courses that focus on woman or integrate knowledge of and about woman and (b) strategies for curriculum change; (4) to determine the extent to which gender-balancing is achieved.
>
> The methods of achieving the objectives of the model are: (1) to assess the status compared to an ideal gender-balanced status and thus need for courses in liberal arts departments that focus on or include woman-related knowledge; (2) to mount a conference designed to bring the present status of the general liberal arts curriculum closer to the gender-balanced status by (a) calling for papers from the liberal arts and applied disciplines with special attention to the areas of need identified by the needs assessment, (b) validating the proposed research papers with the assistance of scholars in the disciplines and in Women's Studies, and (c) presenting the papers and strategies for gender-balancing in a multi-day conference; (3) to evaluate the achievement of objectives by the conference; (4) to provide conference participants with copies of conference papers and slides of art exhibition to aid in course development and curriculum reform; (5) to assess the post conference status, in liberal arts departments, of courses that focus on or include woman-related knowledge; and (6) to determine the effects of the conference on gender-balancing the higher education curriculum.

A conference, "A Fabric of Our Own Making": Southern Scholars on Women, was held on March 4-7, 1981 at Georgia State University, Atlanta. The conference was attended by about 250 people from all states in the region as well as from other places, people varying by sex, sexual preference, race and age by type of institution, including community-based groups, and by type of position (student, faculty, administrator). The conference integrated the aesthetic with the cognitive and social aspects of knowledge through enveloping the conference setting with the art exhibition and including artistic performances as panels with discussion. Keynote addresses and a simulation of faculty taking charge of gender-balancing were included with a variety of disciplinary and interdisciplinary panels.

The post-conference evaluation survey will be administered during Fall 1981, and the final evaluation of the effects of the conference on gender-balancing will be completed by the end of March 1982.

JOANN FRITSCHE

BEST COPY AVAILABLE

Pilot Project: Women and the Curriculum
University of Maine at Orono

A number of faculty want and need to address a number of questions about the substance and quality of the new research by scholars in their own and related fields, prior to their making any decision about the extent to which incorporation of pertinent new research and new perspectives about women or female experience might be valuable for their students and appropriate for their own courses, programs, and research interests. Therefore, in response to a proposal from an ad hoc committee on Women and the Curriculum, the President of the University of Maine at Orono designated $20,000 to be used for development and implementation of a pilot project during the Spring and Summer, 1981.

The primary components of the program are:

1. A structure to enable four faculty teams (one male and one female faculty member on each team) to develop criteria, suggested guidelines, and materials to assist faculty to infuse scholarship and materials about women and by women into regular academic courses and programs in 1) a humanities field, 2) a social science field, 3) education, and 4) a science field.

2. Two faculty seminars (March 4 and April 8, 1981). Outside consultants were asked to speak at a session open to the campus community, in addition to leading a working seminar for faculty who are interested in working on curriculum analysis and infusion.

3. A faculty colloquium -- held in May, 1981. The colloquium was open to all faculty and administrators, campus wide. At the colloquium, faculty who have been involved in the pilot project, as well as an outside consultant with a national reputation, shared information, materials, questions, and perceptions with others who are concerned about quality and equity in education. (Eighty of our 500 faculty participated in the colloquium.)

4. Development of Women and the Curriculum Resource Materials Center.

The $20,000 grant has been used to support 1) stipends for the faculty teams; 2) honoraria and travel expenses of guest speakers and consultants; 3) purchase of books, journals, and curriculum development packages; and 4) faculty/administrative travel to pertinent conferences and workshops.

EVA HOOKER

Woman for the Year 2000

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Saint Mary's College Notre Dame, Indiana

Curricular Change at Saint Mary's

In 1975, the College was chosen to participate in a national project, the Project on Institutional Renewal through the Improvement of Teaching, sponsored by the Society for Values in Higher Education. The main thrust of the Saint Mary's project was to strengthen the humanities by means of a pilot program in the liberal arts and a series of seminars and workshops in course development and teaching strategies. At the end of the participation period in the Project on Institutional Renewal, Saint Mary's College had in place a series of tandem, thematic, and sequence courses. The College had also successfully mounted a series of faculty development projects which supported creative and divergent efforts of individual faculty members in course construction. Other activities involved groups of faculty members in an examination of specific teaching problems. As the College moved into the late seventies, the pressures of the job market, the changing roles of women, and the emergence of a renewed and different Catholic Church, provoked concern on the part of the students, faculty, and the administration that the education the College offered its students prepare them to write well, think in ways which linked disciplines rather than split them, make complex value judgements, and mature as thinking, feeling, independent persons prepared to bring to their lives and the lives of others the old values of liberal learning.

New Directions for the Eighties: The Freshman Program

The College, after four years of modest and successful curricular change, needs to provide for itself a period of "radical reflection" as it moves into the eighties--what Eva Brann has described as an intellectual process which leaves no question unasked and pushes as far as possible into the depths of things. A complete consideration of the needs of the College, the students, the faculty, and the times must take place before the College plunges into major curricular change. The first part of this proposal, radical reflection, is the intellectual process which will provide the rationale for change in the curriculum.

What is necessary now is a more radical kind of questioning and thought. The Committee on Teaching and Learning and its predecessor, the PIRIT team, have pressed for a deeper commitment to the changes made so far, a commitment which would require each woman joining the community of students at Saint Mary's to take one or more of a special series of courses designed specifically to organize in a new way what she already knows and what she will learn. The presumption is that new organization of disciplinary lines, new questions which reorder old learning and juxtapose the disparate ideas of new learning, will help the student to discover new starting points for herself. Her new beginning as a freshman at Saint Mary's will prepare her for other new beginnings in thinking, in imagining, and in willing for herself. The woman who knows something in a new way sees herself and her world in a new way. Her ability to search, to inquire, to discover for herself develops more quickly when she ranges through ideas and disciplines fused by likeness and difference. Saint Mary's, in the next three years, will design for all its lower division students a series of tandem, sequential, and thematic courses.

The Writing Program

The writing program at Saint Mary's is multi-disciplinary in nature. A large number of the courses already taught in the pilot program were courses in the writing program. Since the program is unusual and growing and it might prove to be a useful model for other interdisciplinary efforts, an evaluation of the program will be mounted and new directions in the teaching of writing and thinking explored.

Woman for the Year 2000

As both a part of the lower division program and in an attempt to develop budding cross-disciplinary efforts between the major departments, a series of programs and colloquia will be planned entitled Woman for the Year 2000. Woman for the Year 2000 will provide opportunity for reflection and major curricular change as more understanding of the current debate on the role of women is garnered. Woman for the Year 2000 will be a series of student-faculty-community conversations which will by means of outside facilitators identify the questions which need to be asked, search for answers, plan and design new courses and new ways of teaching. For example, questions about women and power might be raised. Faculty and students would examine the ways Saint Mary's College educates and fails to educate women in the constructive use of power. Courses in history, literature, and politics could be redesigned, taught in conjunction with one another, and planned to provide a rational examination of a very emotion-laden issue. Woman for the Year 2000 is a way of organizing thought in a new way. Instead of asking the usual questions about what the College wants the students to know, we are asking in what kind of thinking will women have to be skilled in the future. The presumption here is that perhaps their thinking will need to differ radically then and that therefore the curriculum will need to differ now. Woman for the Year 2000 will encourage disciplinary shifts, new interdisciplinary arrangements, and intellectual change in both teacher and student. The end result? A curriculum which will pay attention to altering modes of thought and change accordingly.

Women and Justice

The problem we at Saint Mary's College need to address is essentially one of the relationship between Catholic higher education for women and social justice. We have a unique position in being an institution within a well articulated tradition of social justice. This tradition can provide a structure for the analysis of contemporary issues. The world we live in is characterized by global interdependence, increasing complexity on all levels, scarcity, and increasing demands from poor nations. The nation we live in could be characterized as emphasizing material growth, competition, development of technology, rationalism and individualism. We seem to be rapidly approaching our limits materially, ethically, and humanly. As educators and scholars we need to anticipate, to define strategies for evaluating and responding to issues that are, in small ways, now beginning to force our awareness to a broader level of focus. We need to develop skills in our students that will allow them to respond to these issues.

Public Program

A public forum would be provided for that intellectual change in the spring of 1982. The College will celebrate the 25th anniversary of its fine arts center, the first such major building for the arts in northern Indiana. As one part of its anniversary program, the College will sponsor an invitational symposium--Woman for the Year 2000: The Muses, the Arts, and Other Ancient Sisters. At that time, we hope to provide time, space, and art forms which will celebrate the future of education for women.

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SUSAN KIRSCHNER

Faculty Development Seminar Model
Lewis & Clark College, Portland, Oregon

A month long Faculty Development Seminar on Women's Studies has just been completed at Lewis & Clark College. The purpose of the seminar was to help faculty members teaching in the core general studies program prepare to incorporate materials and perspectives on women into their courses.

Lewis & Clark is a four-year college with a strong commitment to the liberal arts. The college's general education program is intended to balance the specialization that students experience within their majors. In 1977, the college received a one-year NEH planning grant to teach and refine some pilot courses; in 1979, the college received an NEH development grant to assist in developing the core part of new general education requirements. The new General Studies Program is comprised of two requirements: a year-long Society and culture sequence and a one-term Contemporary Issues course.

The NEH grant funds have been used in two major ways: release time for course development by faculty and a series of summer seminars for faculty. The second of three seminars was held this summer on Women's Studies.

The seminar was composed of 17 faculty members, who met every day for three hours, and a Women's Studies librarian. Faculty received stipends and agreed to teach in the General Studies Program within the next two years. Participants did extensive reading, both before the seminar began and during the seminar. Four visiting scholars, from history, psychology, anthropology, and literature, each led the seminar for one week. In the afternoon, these scholars met with individuals to discuss topics of mutual interest, with Society and Culture teams to assist with course preparation, and with the librarian to go over library holdings and make recommendations for acquisitions.

Evaluation and follow-up activities include documentation and assessment of the effect the seminar has had on faculty participants' inclusion of women in course content, conceptualization of her/his discipline, and on participants' and students' classroom interaction.

PAUL LAUTER

Mainstreaming Women's and Minority Studies in American Literature Courses
The Feminist Press, Old Westbury, New York

There is widespread agreement about the importance of revising introductory American literature courses to reflect the work of Women's and Black Studies scholars. Such courses are the primary means for introducing students to the literature, and often the culture, of the United States. In fact, however, as a survey we have done indicates, such courses have changed little. Works by few white women, fewer Black men, and hardly any Black women are included in most survey courses; nor do the principles of organization and selection in such courses significantly reflect two decades of new scholarship. Indeed, courses do not even display the minimal changes represented by one or two American literature anthologies.

This project is designed to integrate the scholarship and curricular development of minority and women's studies into the mainstream represented by introductory American literature courses by three means. First, we shall gather, edit, and publish a volume of syllabi, bibliographies, and related materials from, and brief essays about, courses which have begun to be changed. Such materials, published in the form of a series of Female Studies volumes, proved to be quite valuable in the development and institutionalization of Women's Studies during the 1970's.

Second, we shall hold a two-week Institute in the early summer of 1982. The Institute will concern practical problems of changing courses and institutionalizing change, but it will primarily be focused on defining "standards of selection" for works used in such courses and in American literature anthologies. We shall disseminate such "standards of selection" in a number of ways, and they shall also provide the basis for the third element of this project: namely, the development of a new anthology of American literature, based upon revised principles of inclusion and organization.

Beginning work on the new anthology will be the third task of the Institute; that work will continue through the second year of this project, during which the collection of syllabi will be published and progress toward changing American literature courses in institutions which send participants to the Institute will be assessed.

Institute participants will be chosen, first, on the basis of commitments by their colleges or universities to use them as "trainers of trainers," that is, to provide leadership within English departments toward changing basic American literature courses. Other participants will be individual faculty who have undertaken revisions of their own courses and key decision-makers in colleges and universities interested in such change.

PEGGY MCINTOSH

Faculty Development Program
Wellesley College Center for Research on Women

A five-year grant from the Andrew W. Mellon Foundation enabled the Wellesley College Center for Research on Women to provide fellowships to New England college and university faculty members for research on women which would lead to a balancing of views of men and women in the undergraduate curriculum.

Thirty-six Faculty Development grants have been awarded to individuals in seventeen different institutions over a four-year period. Recipients teach in fifteen different academic areas, ranging from biology to classics to anthrolopology to political science. Grantees come from a wide variety of institutions, both public and private. Under the terms of the award, up to half of the grants might go to Wellesley College faculty. In the end, fifteen of the thirty-six grantees were from Wellesley.

The aim of the program, which will end in October, 1981, has been to create a campus and regional network of faculty who would reexamine the assumptions behind each of the academic disciplines, do the research on women which is necessary to any reconstruction of the curriculum along feminist lines, and then teach courses which pass onto students a far wider "construction of reality" than is transmitted by the established curriculum.

The grant program was unusual in that it required no written product. It aimed to produce new knowledge, a new kind of teaching, new perspectives on the old curriculum, and a new understanding of how broad our reconstructed base of knowledge could be. Each recipient received up to one-half a year's paid leave to do research on women, and to attend monthly meetings of the Mellon seminar, composed of the group of grantees in any given year. The Mellon seminars were designed to create and sustain a regional network of women from diverse institutional settings so that work done for the grant year would not be done only in private but would be shared and discussed. The first two years' seminars were based around the themes of Women's Language and Women's Networks. In the third year, the format shifted. Each grantee was asked to present an account of her work in progress and also to discuss Women in the Liberal Arts Disciplines by addressing two questions: What is the basic content and methodology of my academic discipline? and How would my discipline need to change in order to reflect the fact thatwomen are half of the world's population? During the fourth year, the group discussed work in progress and topics within the general theme of Women in the University. Grantees therefore did some collective theoretical and analytical work on ideas and institutions as well as carrying on individual work toward curriculum change.

The required activities within the grants program were simply research on women which would lead to a curricular change and participation in the monthly seminars. In line with these requirements, the selection committee, a panel composed of nine faculty and administrators from five New England institutions, had two chief criteria in mind when evaluating applications: the intellectual liveliness and soundness of the proposal and the likelihood that it would actually lead to curriculum change.

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SHERRY O'DONNELL

A Project for Curricular and Instructional Development in Women's Studies University of North Dakota

In 1980, the Women's Equity Committee, a Committee of the Vice-President for Academic Affairs at the University of North Dakota, received money for curriculum and instructional development in Women's Studies from the University's Office of Instructional Development. Under the terms of a Bush Foundation award for improvement of instruction at the University, the Office of Instructional Development gave $7,050 to twenty faculty members from the Colleges of Nursing, Business, Engineering, Fine Arts, Education, and Arts and Sciences. They attended three workshops on integrating Women's Studies into the traditional curriculum, then wrote essays describing their research, course revisions, and curriculum designs for integrating the new scholarship on women into their classrooms. These essays will be published in a Handbook on Women's Studies, to be distribed to UND faculty and educators throughout the state. Selections from the essays will be featured in the September issue of Plainswoman, a regional magazine edited by UND faculty/staff women. Funded by the grant to the Women's Equity Committee, the September issue concerns women and higher education and will be distributed to UND faculty.

The University of North Dakota, a state-supported coeducational school of approximately 10,000 students, does not have a formal Women's Studies program. Since 1973, however, courses on specific topics in Women's Studies have been offered. The Women's Equity Committee offered UND faculty stipends to attend the workshops, opportunity for publication, and a chance to exchange ideas and information with colleagues from other disciplines on campus as well as with nationally-known scholars.

The workshop participants heard lectures and held discussions with Women's Studies scholars in the humanities, the social sciences, and the natural sciences. They viewed films on math anxiety, methods of Women's Studies research, and rural women. Using a set of case materials designed to introduce the concept of sexism in academia (curriculum, teacher/student relationships, hiring and promotion, etc.) faculty members participated in role-playing and mock committee meetings.

Curriculum Development

Faculty developed new courses in mathematics and business; made suggestions for integrating courses offered by the Department of Social Work and into nursing education.

Academic Advising

Faculty designed a brochure for undergraduates explaining how to integrate Women's Studies courses into their majors, do Women's Studies research as independent study projects, or design a major in Women's Studies through the University's Honors Program.

Faculty revised career counselling techniques inhibiting women in the Department of Guidance and Counselling.

Research

Faculty did research on salary inequities at UND; theories of women's low wage and occupational status; sex role stereotyping in teacher education and language textbooks; bibliographical essays on women and anthropology, women and music education, impact of Women's Studies on professional organizations

BETH REED

Conference on
"Toward a Feminist Transformation of the Curriculum"
The Great Lakes Colleges Association

The idea for establishing a Women's Studies Institute emerged within the GLCA Women's Studies Committee in 1978 as we considered ways our Program could help faculty in our own twelve colleges in their efforts to transform the curriculum. The first GLCA National Summer Institute in Women's Studies took place July 12-August 1, 1981, at the University of Michigan. Substantial support for the first two years of the Institute has been provided by a grant from the Lilly Endowment. Subsequent Institutes are intended to be self-supporting.

The Institute was designed for people already engaged in feminist studies at the college or university level: classroom teachers, librarians, academic administrators, and researchers committed to a feminist transformation of the curriculum. Major components of the Institute were a theory seminar, "A Feminist Critique of the Structure of Knowledge," and a teaching and curriculum workshop, "Women's Studies Teaching Issues, Strategies, and Course Design." These two kinds of sessions ran throughout the Institute, with shared staff, so that participants received intensive, complementary experience in the two most neglected areas of feminist studies: critical theory and an exploration of women's studies teaching issues and teaching approaches. In addition, participants pursued individual or team projects related to their institutional settings.

Interspersed with the above activities were special lectures, performances, and workshops that served several functions, including the presentation of new scholarship in specific fields; exploration of the full personal, social, and political implications of feminist scholarship and teaching; development of new and liberating imagination through the special contribution of the arts; and the building of community and a continuing network among participants.

The 48 participants selected for the first Institute were from all regions of the United States; two were from The Open University in Great Britain; and one was a Swiss citizen currently at the University of London. They represented a range of disciplines and administrative experience and diverse kinds of institutions: state universities, community colleges, and both women's and coeducational liberal arts colleges. Individual projects included the development of new women's studies courses, the transformation of traditional courses, and various plans for women's studies curriculum development and the incorporation of women's studies into the general education curriculum.

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RUTH SCHMIDT
BONNIE SPANIER

Toward a Balanced Curriculum:
Integrating the Study of Women into the Liberal Arts
Wheaton College, Norton, Massachusetts

Wheaton College is a women's college, committed to the education of women for almost 150 years.

Under a three-year grant from the Fund for the Improvement of Postsecondary Education, Wheaton is engaged in integrating the study of women into the core of the curriculum through a systematic examination and revision of introductory courses in all disciplines where faculty express a conviction that research on women is relevant. We are monitoring the process of institutional change to develop a case study of our experiences. Both the new curricula and the case study will be shared with other interested institutions at a dissemination conference in 1983.

The major products of this project will be curricula for enriched introductory courses and a case study describing the process of change. Our intended outcomes are (1) To provide Wheaton students with a balanced view of human existence as reflected in an inclusive liberal arts curriculum; (2) To encourage students to seek out more information on women's roles and concerns; (3) To encourage faculty to become aware of and study the research on women in their discipline and as an interrelated body of knowledge; (4) To serve as a prototype of an inclusive curriculum of liberal learning. This project spans three academic years, starting in August, 1980, and involves three stages of activity: (1) self-assessment, (2) curriculum development, and (3) preparation of a case study, including evaluation and dissemination.

Methods for self-assessment and faculty education in Stage 1 include faculty and student questionnaires, a self-assessment conference, colloquia, faculty workshops and attendance at national meetings. The specific methodologies for Stage 2, curriculum development, are evolving from the self-assessment process and are being tailored to varying departmental needs. Resources are applied, in both stages, to faculty released time, summer support, and short- and long-term visiting scholars. Stage 3, development of a case study, traces the process of curriculum change and will serve as the basis of a dissemination conference at the end of the project. The case study is intended to pinpoint critical events in the project's development to underscore those elements which will make the Wheaton experience and our curriculum model applicable to other liberal arts colleges.

Faculty Conference: A two-day conference of faculty, administrators and student leaders was held at the start of the fall semester, 1980. This conference formally inititiated the faculty's cooperative self-assessment process in which faculty members consider the relevance ofthe new scholarship about women to the Wheaton curriculum and then determine appropriate curricular revisions.

Intensive Workshop for Faculty: Introduction to the New Scholarship about Women. More than twenty faculty members regularly attended a one-week interdisciplinary workshop during Wheaton's January intersession, and more than fifty (from a total of 130) attended at least one session during the week. Eight outside scholars established a solid foundation for the new scholarship about women in their fields, focusing on specific research and discussing the impact of these new perspectives on traditional disciplines. Classic articles in women's studies were provided, and the workshop participants discussed their concerns about the new scholarship and its impact on curriculum. The lectures were recorded for future use. Participants were awarded a stipend for women's studies books related to their interests.

BETTY SCHMITZ

A Project to Achieve Educational Equity Through Curriculum Reform
Montana State University

In 1979 Montana State University received funding from the Women's Educational Equity Act Program (WEEAP) for a two-year curriculum development project titled "Seeking Women's Equity Through Curriculum Reform." The forty faculty members from the university's seven schools and colleges who participated in the project evaluated textbooks and curriculum materials for sex bias, conducted new research on women, and revised standard courses to reflect the results of their research. Project research and development led to both substantial revisions within courses throughout the university curriculum and to change in the faculty participants themselves.

Montana State University, a state-supported coeducational institution of approximately 10,500 students, has never had a Women's Studies program. The grant proposal submitted to and funded by WEEAP identified incentives most likely to invite participation of faculty from a variety of disciplines: a yearly stipend of $1,500 for project research and development, ongoing technical assistance and consultation with project staff, seminars with nationally known consultants, and the opportunity for publication.

Faculty involvement in project activities spanned six quarters. During winter and spring quarters 1980, faculty participants attended a seminar series on issues of sex bias in higher education with nationally recognized scholars. Also during spring quarter faculty analyzed textbooks, course content, and classroom interaction for sex bias and submitted research reports highlighting their findings. Over the summer they conducted research on women and prepared proposals for course development.

In September 1980, a panel of outside consultants and faculty peers was convened to review the proposals. Faculty incorporated revisions based on the panel review into new courses and materials which were then field tested during winter and spring quarters. Their final reports on course development and implementation were submitted at the end of May 1981.

Research. During the first phase of the project, faculty participants initiated individual research projects to investigate problems or issues they had identified in their own fields. Three types of research studies emerged: content analyses of textbooks (e.g. "Treatment of Women in Anthropology Text"); surveys/questionnaires (e.g. "Student Success in Agricultural Engineerings"); and literature reviews (e.g. "Women in the History of Mathematics"). Faculty used the research results to delineate areas for subsequent course development.

Curriculum Development. Materials developed to respond to research findings fell into three major categories:

(1) Guides for identifying and integrating information on women into existing courses (e.g. "Guide for Integrating Women-Related Content into Psychology Courses");

(2) Awareness materials for faculty and students (e.g. "Guide to

Advising Women" and "Guidelines to Eliminating Sexism in the College of Agriculture");

(3) Course materials -- the three types of course materials developed correspond to recognized stages in Women's Studies development -- new courses focusing on women (e.g. "Sex Differences in Communication"); new units added to existing courses (e.g. a unit on sex bias for "Nursing Trends and Issues"); and new materials on women integrated throughout existing courses (e.g. this approach was used in "History of Montana" and "History of Broadcasting").

MARILYN SCHUSTER

SMITH COLLEGE: PROJECT ON WOMEN AND SOCIAL CHANGE, CURRICULUM GROUP

The Project on Women and Social Change at Smith College, funded by grants from the Mellon Foundation and Monticello, has been active since 1978 and is currently funded until 1984. It is an inter-disciplinary, cross-cultural research group that originally had seven Principal Investigators (there are now eleven) from the social sciences and the humanities. Work-in-progress seminars, lectures, colloquia and summer workshops have opened up the Project to the broader Smith community, the Five Colleges and a variety of visitors.

In June 1981 planning started for a Curriculum Group that will seek to integrate the research and concerns of the Project more directly into the curriculum. Plans are still tentative and funding is on a year-to-year basis; what follows is an outline of our underlying purpose, intentions and initial plans.

1) Overall concept

The initial impetus for this group at this point in the Project's evolution is the desire to integrate our research concerns more directly into the curriculum. The goals are both curricular and pedagogical. How can we more effectively infuse our syllabi with the substance not only of our personal research but of the research all of us are doing and also, can we begin to look more closely at pedagogy — how can the classroom dynamic be changed to embody more directly the value placed on participation, individual discovery and group collaboration that has informed our own work?

The ideal would be to find a way at the Sophomore level to:

1)give students a more coherent, cross-disciplinary sense of women's experience;

2) provide a basis for a feminist critique of the conventional disciplines even while the students are learning the methodologies of those disciplines, ie. make clear the limitations and hidden criteria of disciplinary methodologies as well as the strengths and usefulness of the perspectives they represent;

3) find a way to expose students who are beginning to concentrate in one discipline to the basic methodologies/perspectives of other disciplines. For example, a student beginning to concentrate in the social sciences would learn also what questions are being asked in literature and how; ideally she might begin to integrate her own thinking and to make links among different fields at a time when students are encouraged to become more narrow in focus;

4) facilitate student participation in the learning/teaching process so that discovery is more active for the individual involved.

2) Plan and rationale

The plan thus far entails two separate components each of which will proceed through a number of stages.

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a) Course clustering

The first component involves the clustering or loose linking of several (number to be determined) courses in different departments that each have as a primary focus, the experience and achievements of women. The first stage of course clustering, tentatively scheduled for Spring 1982, would involve discussion among the faculty teaching the courses to determine the best means for linking the syllabi. In the first stage, the main instrument for linking the courses will be a common, obligatory lecture series with a lecture approximately every other week at a mutually convenient time. The intention of the series is to introduce all of the students to the key questions of methodology governing each of the disciplines represented by the courses. Focussing on a central theme such as "Women and Power," the lecturers will consist of a mixture of Smith faculty and distinguished guest speakers agreed upon by the faculty involved.

In more advanced stages the syllabi of cluster courses (which could shift from year to year) might be more closely integrated. For example, all students might read a book or two in common and analyse them from the academic perspective they are primarily committed to learning that semester. There might be common writing assignments, peer learning or other activities that would combine students from the different courses.

The reason for pursuing this line of curricular development is twofold. It recognizes that we already have on the books a number of courses concerned with women's experience and that the faculty and students involved in those courses would profit from greater coordination of effort. Also, because clustering can be done without fanfare or a lengthy procedural itinerary, we can start immediately and retain a high degree of flexibility.

b) Pedagogical workshops

Summers can be used to discuss and develop pedagogical methods better suited to our needs than current practice. In the summer of '82, for example, a two week workshop on "case study method" is planned not only for "cluster" faculty but for others interested in revitalizing teaching methods in this way. In later summers and at key moments in the academic year, consultants who have been engaged in the development of feminist pedagogy could be brought in to give us fresh insight and guidance.

CAROL STONEBURNER

"Mainstreaming" Women's Studies
Guilford College, Greensboro, North Carolina

Guilford College is a co-ed liberal arts college with a resident population of about 1,000 students and a continuing education student body (mostly employed adults) of about 450.

In 1974-75, Guilford was awarded a small Faculty Development Grant in Women's Studies from a Title III grant to the three-college consortium (Greensboro College, Bennett College and Guilford College). The purpose of the grant was to start a Women's Studies Program to (1) encourage faculty members to incorporate the study of women and issues related to women in their regular curricular offerings, and (2) to establish some special women's studies courses. The college agreed to pay a Women's Studies Coordinator (part-time salary, equivalent to teaching one course each semester).

The faculty development model, using the interdisciplinary base of a required freshman interdisciplinary course (has involved 60% of the faculty), continues to be the primary way of work. Eleven Women's Studies courses have been taught and several more are developing. However, incorporation of Women's Studies into the curriculum continues to be the main goal.

80% of the faculty have been involved in some parts of the "intellectual consciousness raising" program listed below. More than one-fourth of the possible courses in the curriculum now have a Women's Studies component. The freshman required interdisciplinary course and most required freshman English courses have Women's Studies components. About a quarter of the faculty believe themselves to have been involved in active scholarly work in Women's Studies within their own discipline.

1974-75	Workshop on WHAT IS WOMEN'S STUDIES? Retreat on IMAGES OF WOMEN IN LITERATURE ABOUT BIRTH AND REBIRTH - collected readings served as basis of discussion.
1975-76	Conference (students and faculty) on WHAT IS "NATURAL" TO SEXUALITY? Faculty Study Group on WOMEN AND 19TH CENTURY MEDICINE - collected readings.
1976-77	Consultant on Women's Studies - Dr. Elise Boulding, University of Colorado (Sociology) Conference (students and faculty) on WOMEN AND WORK - 9 speakers Lecture series on AMERICAN QUAKER WOMEN Consortium Grant on WOMEN IN THE ARTS - Guilford program - Marge Piercy - poet and novelist Colloquium series on WOMEN AS SHAPERS OF CULTURE (Social Sciences) - Weekly faculty lecture series in fall Colloquium series on WOMEN AS SHAPERS OF CULTURE (Arts) - Weekly lecture/demonstration series by faculty in the arts and local artists, dancers, etc. 2 issues of Guilford Review - using papers given above
1977-78	Faculty Study Group on THE UNDERSIDE OF HISTORY - Elise Boulding (Sociology) Psychology Department all planned and taught in course on PSYCHOLOGY OF MEN AND WOMEN Colloquium series on SEX ROLES Guilford Review used paper from SEX ROLES Colloquium Faculty Study Group on ANDROGYNY

(over)

1978-79	Faculty Study Group on MOTHERING Colloquium on THE HERO Faculty Study Group on METAPHOR OF HUMAN SPACE Interdisciplinary Symposium on AMERICAN QUAKER WOMEN AS SPACE SHAPERS OF HUMAN SPACE
1979-80	Lecture - FIVE QUAKER WOMEN AND EDUCATION - Helen Hole Faculty Study Group - WOMEN AND POETRY
1980-81	Faculty Study Group on HUMAN SEXUALITY Co-sponsored a Conference with DOROTHY DINNERSTEIN, *Mermaid and Mintaur*, Rutgers (Psychology) Consultant on WOMEN AND LABOR HISTORY and WOMEN AND WORKERS EDUCATION - Dr. Alice Hoffman, Radnor Center - Penn State (Labor History) Planning 1981-82 Conference on WOMEN AND WORK - INTERCULTURAL PERSPECTIVE

EMILY STOPER

Incorporating Women's Studies into the Broader Curriculum
California State University, Hayward

Women's Studies on the Hayward campus is very small and was not expanding -- at a time when other Women's Studies programs around the country and here in the Bay Area are quite large and getting larger. This project's main purpose was to expand women's studies content in the curriculum -- primarily through the incorporation of more women's studies material in the regular curriculum, secondarily by attracting more students to the women's studies courses offered both within the departments and under the official heading "Women's Studies" and by stimulating the offering of more women's studies courses in the departments.

The heart of the project was the Faculty Development Course, taught in the Winter Quarter 1979 to 12 faculty members, each of whom received 2 units of assigned time. The course was team-taught. The final list of faculty proved to be exactly a "lively mixture of women and men, feminists and sexists" and people from a variety of disciplines.

Since people's interests varied so widely, each faculty member had to pursue his or her specialized area through work done outside the classroom under "contract" with the two instructors. Work was done on at least 6 new courses: Sociology of Women (to be offered Summer 1979); Women in Management; Women in Twentieth Century French Literature; Women in French Film; Women in Sport (to be offered Fall 1979); and Women at Work (to be offered Winter or Spring 1980 by myself and the woman from Management Sciences). Two annotated bibliographies were produced, one on sociology of women, the other on women in development. In addition, class presentations were made by six of the twelve "students" in the class.

The rest of the class time was spent on a series of lecture/discussions led by two instructors. There were also exercises involving the students filling out scales about their masculinity/femininity/androgyny and their work and family orientation, followed by extended discussion of the meaning of these scales, the findings when these scales were given to large samples and what kinds of behavior the various items on the scales correlate with. Follow-up activities include colloquia and one-day workshops on individual topics.

MARY RUTH WARNER

Black Studies/Women's Studies Faculty Development Project

University of Massachusetts/Amherst and Smith College

"The Women's Studies Program at the University of Massachusetts/Amherst was established in 1974 through the efforts of students, faculty, staff, and community women. The Program is dedicated to creating a forum in the academic community for the development of frameworks and methodologies which integrate women's experience and scholarly disciplines, and which ultimately will provide the incentive and expertise necessary to effect change in the larger community. At present, the Women's Studies Program offers an individualized major and a certificated minor to students interested in designing a course of study suited to their own interest and goals."*

While one of the goals of the Program is to foster the mainstreaming of women's studies into the university curriculum, our primary focus has been the development of women's studies as a discipline. However, we are and have been involved with a few "mainstreaming" activities such as the women's studies course description guide, the women's studies colloquium series and a Five College Women's Studies Faculty Development Seminar. The course description guide, published each semester and available to all students, offers a listing of approximately one hundred courses offered by the Program and courses in departments that focus on women's issues, as well as Five College Courses of interest to women's studies students."** Letters sent to several faculty requesting information on potential course listings, over the years have encouraged some faculty to restructure courses to address contributions of women in particular disciplines and others to design courses with a feminist perspective. The Women's Studies Program Colloquium Series has had similar impact since it serves as a five college forum for faculty presentations of research on women. The faculty seminar, funded by a grant from the Mellon Foundation through the auspices of the Wellesley Center for Research on Women, held in the fall of 1978 for women's studies faculty in the five college area, was organized around the topic of "Interdisciplinary Methodology and Women's Studies." This seminar was highly successful in bringing together in dialogue faculty from several campuses and many disciplines.

Another important aspect of our efforts has been the mainstreaming of the subjects of black women and racism into the women's studies curriculum. In the spring of 1979, the Women's Studies Program sponsored a two-day conference for faculty and students entitled "Racism, Black Women and the Teaching of Women's Studies." The conference drew a large audience from the five colleges and is remembered by many as an intellectual turning point. Some of the results of the conference were the inclusion of mandatory courses in cross-cultural perspectives for women's studies students, changes in the Program's public programming--for example, presentations about and by black women have become a major aspect of the Women's Studies Colloquium Series--and the creation of a year-long course by a five college faculty member called "The Significant Role of Black Women in Women's Studies." To continue our efforts in this direction, the Program has been awarded a FISPE grant for a Black Studies/Women's Studies Faculty Development Project for the next two years.

Jointly sponsored by the Afro-American Studies Department at Smith College and the Women's Studies Program at the University, the Project will bring together a group of up to twenty faculty from the five colleges in an effort to build the intellectual and methodological, curricular and pedagogical connections between the inter-disciplinary fields of Black Studies and Women's Studies. Working together as each other's resource persons, the faculty will attempt to remedy the male bias of the field of Black Studies and the white, middle class bias of the field of Women's Studies. To accomplish this the faculty will participate in a two-year long seminar which will address: theory and methodology, research on Black women, pedagogy, strategies for cooperative enterprise. The product of the first year's seminar will be new courses to be taught at participants' home institutions the following year; the product of summer activity will be an annotated bibliography focusing on race and gender in the courses. In the second year, the faculty will teach the new courses; continue as members of the seminar which will then focus on pedagogy; present a regional conference in January entitled "Black Studies/Women Studies--Building Coalitions"; and produce a publication containing essays, model courses, annotated bibliographies so that their work may serve as a guide for faculty in other places.

* from the brochure, "Women's Studies, University of Massachusetts."

**the Five College Consortium consists of Amherst, Hampshire, Mt. Holyoke, and Smith Colleges and the University of Massachusetts, Amherst.

APPENDIX C

Resources for Curriculum Integration: An Annotated List

This list of resources is reprinted with permission from the October, 1981 issue of the Forum for Liberal Education on "The Study of Women in the Liberal Arts Curriculum" The Forum is published by the Association of American Colleges, 1818 "R" St., N.W., Washington, D.C. 20009 Single copies are available for $2.

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RESOURCES

Beck, Evelyn Torton and Sherman, Julia A., eds. *The Prisms of Sex: Essays in the Sociology of Knowledge*. Madison, WI: The University of Wisconsin. 1979.

The essays included in this volume were first presented at a 1977 conference titled "Prism of Sex: Toward an Equitable Pursuit of Knowledge." According to sociologist Jessie Bernard "prism of sex" suggests that "knowledge about a world seen through one sex may not be the same as knowledge about a world seen through the eyes of the other." The essayists respond to the editors' question "what (would) our fields of knowledge now be like if women had been present in numbers and positions equal to men?" For example, in "Clio's American Daughters: Male History, Female Reality," Nancy Schrom Dye suggests that a new history which examines both public and private lives would ask questions about the nature and uses of power and about the female culture shaped by women's places in American society. Other essays explore similar themes in the fields of literature, psychology, sociology, philosophy, and political science.

Feminist Periodicals: A Current Listing of Contents.

Published bimonthly by the women's studies librarian-at-large in the University of Wisconsin system, this listing aims at creating public awareness of feminist periodicals. Journal listings provide information on the frequency of publication, subscription prices, editor and address, and the periodical's purpose and focus. Each issue includes the table of contents page from current issues of major feminist journals. Available free from Linda Parker, Women's Studies Librarian-at-Large, 112A Memorial Library, 728 State St., Madison, WI 53706. (608) 263-5754.

The Feminist Press, Box 334, Old Westbury, NY 11568 (516) 997-7660.

The Feminist Press, now in its eleventh year, publishes books of interest to individuals, researchers, and curriculum planners on the topic of women's studies. The 1981-82 catalogue divides the Press titles into such subject areas as feminist classics, medicine and health, women's studies teaching materials, and children's picture books. Of special interest are the volumes *Female Studies VI, VII, IX,* and *X*. These volumes focus on language and literature as taught in women's studies courses, disciplinary and interdisciplinary courses, the impact of women's studies on the foreign language curriculum, and the writings of women's studies students. (Earlier volumes of *Female Studies* are available from KNOW, Inc., P.O. Box 10197, Pittsburgh, PA 15232.) Other titles by the Feminist Press are *Women's Lives/Women's Work*, a twelve-volume series on the reality of women's lives from the beginning of American history to the present; *Antoinette Brown Blackwell*, a biography by Elizabeth Cazden; and *The Living Is Easy* by Dorothy West, a novel originally published during the 1940s. The Feminist Press also publishes the *Women's Studies Quarterly* (described below).

Feminist Studies.

The editors of *Feminist Studies* report that they are "committed to providing a forum for feminist analysis, debate, and exchange." Each issue contains historical and critical articles, poetry, artwork, and reports from the women's movement. Subscription rates for the three-times-a-year journal are $12 for individuals and $20 for institutions. Claire G. Moses, Managing Editor, Women's Studies Program, University of Maryland, College Park, MD 20742.

Frontiers: A Journal of Women's Studies.

Frontiers purpose is to "publish a journal which bridges the gap between university and community women; (and) to find a balance between academic and popular views on issues common to women." Each issue features articles, book reviews, poetry, and short fiction, and relates to a theme such as women's oral history, mothers and daughters, and lesbian history. The first issues of volume 5 and volume 6 include proceedings from the NWSA first and second conferences, respectively. Issued three times a year, individual subscriptions are available for $12 (institutional rate—$18) from Kathi George, Managing Editor, *Frontiers*, Women's Studies Program, University of Colorado, Boulder, CO 80309.

Hinding, Andrea, ed. *Women's History Sources: A Guide to Archives and Manuscript Collections in the United States*. New York: R. R. Bower Company, 1979.

This two volume set provides descriptions of more than 18,000 archival collections in the United States containing primary source information relevant to women. Entries include descriptions of documents and access information to the collection. entries range from the correspondence and diaries of unknown women to the journals of the sisters, mothers, and wives of famous men and the working drafts of contemporary women writers to the writings of famous women in American history.

Howe, Florence and Lauter, Paul. *The Impact of Women's Studies on the Campus and the Disciplines*. Women's Studies Monograph Series. Washington, D.C.: National Institute of Education, 1980.

The authors present a review of the available literature which evaluates the impact of women's studies. Their report cites a number of cross-sectional studies and includes a complete appendix listing information sources for various programs. Howe and Lauter stress the need for a longitudinal data base to study the variables which contribute to the growth of women's studies programs on different campuses and to provide a resource for persons interested in starting a program at their own school. Also included is a brief report on the activities of some professional associations in the area of women's research and status. Other titles in this monograph series are The Effectiveness of Women's Studies Teaching; The Involvement of Minority Women in Women's Studies; The Relationship Between Women's Studies, Career Development, and Vocational Choice; Re-Entry Women Involved in Women's Studies; Women's Studies as a Catalyst for Faculty Development; Women's Studies Graduates; and Women's Studies in the Community College.

Howe, Florence. *Seven Years Later: Women's Studies Programs in 1976. A Report of the National Advisory Council on Women's Educational Programs*. 1977.

The seven years in the title of Howe's report refers to the fact that by 1976 when she wrote her report women's studies had been a recognizable part of higher education for seven years. This report reviews women's studies programs at 15 colleges and universities which have entered "phase two" in their developmental stage. Phase two schools have moved beyond courses "on" women in a variety of departments drawn into a loosely organized program to having a paid administrator, line budget, and a curriculum listed in the official school catalogue. Howe reports on the schools' program sizes, budgets, personnel, degree and certificate options, and courses. She notes, for example, that the schools have begun developing courses about minority and third world women and offering programs centered around the theme of work and the professions.

Howe, Florence, ed. *Women and the Power to Change*. New York: McGraw-Hill Book Company, 1975.

Sponsored by the Carnegie Commission on Higher Education, this volume contains four reports by academic women on how the women's movement has affected their lives and how institutions will have to be transformed to accommodate these changes. The authors are Florence Howe, Arlie Hochschild, Adrienne Rich, and Aleta Wallach. For example, Hochschild describes how women academics are placed at a disadvantage in institutions organized around the employment of males with supportive families.

Lougee, Carolyn C. "Women, History, and the Humanities: An Argument in Favor of the General Studies Curriculum." *Women's Studies Quarterly* V.9, n.1:4-7.

Lougee, chairperson of Stanford University's Committee on Undergraduate Studies, argues that integrating material about women into courses such as Stanford's rigorous western civilization course is impeded by disciplinary definitions within the humanities themselves. Because the humanities as a discipline focus on the culture of a public, rather than private, domain; use formal genres established within exclusive academic disciplines as the major criterion for excellence; and seek a unifying image of humanity that generally overlooks women, women's culture does not easily find a niche in traditional western civilization courses. Lougee advocates, however, the establishment of

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such courses as general education requirements. Her strategy for integration of women's culture into western civilization courses is the inclusion of intersecting points in traditional historic frameworks where comparison of men's and women's experience is possible. Such comparative treatments, Lougee believes, will expose enough inherent intellectual and substantive incongruities in the discipline to prompt expansions and redefinitions of humanistic concerns. This kind of disciplinary reassessment will thus require inclusion of women's culture in western civilization courses. Lougee's article generated additional arguments; see Groula, Christine and Munich, Adrienne. "Women, Literature and the Humanities: a Reply to Carol Lougee." *Women's Studies Quarterly* V.9, n.2:14-15 for a critique of traditional curricular treatment of literature. This reply to Lougee stems from the premise that literature, unlike history, does include women and that studying the nature of this inclusion offers different avenues for integrating women's culture into a curriculum.

Muscatine, Charles, moderator. "The Study of Women in the Liberal Arts Curriculum." Cassette-recording. Washington, D.C.: Association of American Colleges, 1981.

Muscatine moderated a panel discussion, at AAC's 1981 Annual Meeting, on how the new research on women changes the traditional curriculum. Also on the panel were Alison Bernstein and Jean Walton. The panel discussed the goal of women's studies to become a valid topic for academic research, the need to integrate materials on women into the traditional curriculum, and how to begin transforming the curriculum. A recording of the panel discussion on "The Impact of Women's Studies" also is available. The cost of each cassette tape is $6.50 plus a $2 postage and handling charge. When ordering refer to AAC and list the discussion titles. Speedy Tape, P.O. Box 39053, Denver, CO 80239, (303) 340-1980.

National Women's Studies Association (NWSA), Susan Gore, Coordinator, University of Maryland, College Park, MD 20742, (301) 454-3757.

Founded in 1977, NWSA strives "to further the social, political, and professional development of women's studies throughout the country, at every educational level and in every educational setting." Membership in NWSA includes membership in one of 12 regional associations, each with its own governance structure, conferences, and publications. Individual memberships range from $8–$28, are dependent upon level of income, and include subscription to the *Women's Studies Quarterly* (described below). NWSA recently published *The Women's Studies Service Learning Handbook: From the Classroom to the Community*, edited by Jerilyn Fisher and Elaine Reuben. The handbook features 25 essays and case studies by women's studies practitioners. NWSA also publishes lists of more than 350 women's studies programs and centers for research on women. The association will hold its fourth annual meeting, "Feminist Connections Throughout Education," on June 16-20, 1982 at Humboldt State University. Conference topics include multicultural, non-sexist education; lifelong learning; and computer literacy. For conference information write to Phyllis Chinn or Rosalind Ribnick, Women's Studies, Humboldt State University, Arcata, CA 95521.

Oakes, Elizabeth H. and Sheldon, Kathleen E. *Guide to Social Science Resources in Women's Studies*. Santa Barbara, CA: Clio Press, 1978.

The authors provide an annotated listing of books and bibliographies which they believe are useful to faculty teaching and doing research in women's studies. The disciplines listed include anthropology, economics, history, psychology, and sociology. There are also sections on the writings of the Feminist Movement, additional bibliographies, and journals.

Project on the Status and Education of Women (PSEW), Bernice Sandler, Director, Association of American Colleges, 1818 R St., N.W., Washington, D.C. 20009 (202) 387-1300.

For ten years, PSEW has been monitoring federal statutes, policies, enforcement activities and legal decisions; conducting policy analyses; advising federal officials; and maintaining liaison with other organizations in order to improve or initiate federal and institutional policies that affect women in higher education. The goal of these efforts is the alleviation of problems and issues which negatively affect the status, education, and employment of women in the academic community. In addition to collecting and analyzing information and responding to requests from national, local, and education media, PSEW maintains a resource list and information packets on topics such as Title IX; students, faculty, and administrators; minority women; re-entry women; and rape and sexual harassment. Order forms for these packets are available from the PSEW office.

Reed, Beth, ed. *Proceedings of the Fifth Annual GLCA Women's Studies Conference, Ann Arbor, 1979.* Ann Arbor, MI: GLCA Women's Studies Program, 1980.

"Toward a Feminist Transformation of the Academy" was the title of this November 1979 conference. Keynote speaker Elizabeth Kamarck Minnich discussed the feminist academy in her presentation "Friends and Critics: The Feminist Academy." Minnich described the feminist perspective as having two sides: a critical cast of mind that takes nothing as given or settled for all time and a movement of the heart toward friendship, a relationship between equals. Thus a feminist academy is one which challenges knowledge and critically looks at that knowledge's methods and results. It also allows friends (equals) to raise questions, make selections, and fight for what seems best. In a closing panel discussion moderated by Minnich, Louis Brakeman and Paula Goldsmid spoke about curriculum reform and the feminist curriculum at Denison University and Oberlin College. Also included in the proceedings are selected conference papers including "The Feminist Academy and Third World Women" by Nellice Gillespie-Woltenmade and "Do Contemporary Films Significantly Critique Patriarchy?" by John Schilb. Copies of these proceedings are available for $5 from Beth Reed, GLCA Women's Studies Program, 220 Collingwood, Suite 240, Ann Arbor, MI 48103. Copies of the 1981 proceedings ("Toward a Feminist Transformation of the Academy-II," $6) and the 1979 proceedings ("The Structure of Knowledge: A Feminist Perspective," $3) also may be ordered.

Spender, Dale, ed. *Men Studies Modified: The Impact of Feminism on the Academic Disciplines*. Elmsford, NY: Pergamon Press, 1981.

The essays in this volume explore how the new research on women affects each of the traditional disciplines. Included are "Methodocracy, Misogyny, and Bad Faith: The Response of Philosophy" by Sheila Ruth; "Women Lost and Found, the Impact of Feminism on History" by Jane Lewis; and "Medicine as Old Husbands' Tales" by Mary Ann Elston. This is the book which is being used by Old Dominion University in its faculty seminars.

Signs: Journal of Women in Culture and Society.

This quarterly journal features research articles, essays, and reviews related to the new scholarship on women. Edited by Barbara Charlesworth Gelpi, the journal was founded in 1975 by Catharine Stimpson. Individual subscriptions are $20; institutional subscriptions are $35. Barbara Charlesworth Gelpi, Editor, English Department, Stanford University, Stanford, CA 94305. Subscription address: Signs, the University of Chicago Press, 5801 Ellis Ave., Chicago, IL 60637.

Stineman, Esther. *Women's Studies. A Recommended Core Bibliography.* Littleton, CO: Libraries Unlimited, Inc., 1979.

As women's studies librarian for the University of Wisconsin system, Stineman has prepared an extensive annotated bibliography for librarians, faculty members, and researchers interested in books and reports on women's issues. She goes beyond traditional academic listings to include autobiographical and biographical materials and books dealing with abortion, rape, day care, and battered women. This book concludes with author, title, and subject indexes.

U.S. Office of Education. Women's Educational Equity Act Program: Annual Report 1980. Washington, DC: U.S. Government Printing Office, 1981.

This report outlines the legislative history of the Women's Educational Equity Act (WEEA), explains the program's application review and grant award process, summarizes grant awards and contracts made in fiscal year 1980, and lists WEEA publications. WEEA, enacted in 1974, provides support for programs that make positive efforts to ensure sex equity in education. In 1980, WEEA awarded 42 general grants, 11 small grants, and 17 non-competitive continuation grants. General grant projects fall under five priority areas established in the WEEA regulations. These areas are model projects on Title IX compliance, on educational equity for racial and ethnic minority women and girls, on educational equity for disabled women and girls, and on eliminating persistent barriers to educational equity for women. WEEA also awards some activities that fall outside of the five basic categories. The 1981 WEEA Program Annual Report will be available in January, 1982.

Williamson, Jane. *New Feminist Scholarship. A Guide to Bibliographies.* Old Westbury, NY: The Feminist Press, 1979.

Williamson intended this reference work for both the researcher and the feminist activist. Her annotated entries are divided into subject areas such as art and music, education, marriage and the family, third-world countries, and literature. The volume includes a list of publishers' names and addresses.

Women's Studies.

Begun in 1972, this journal includes papers and research articles about women in the fields of literature, history, art, sociology, law, political sciences, economics, anthropology, and the sciences. Some issues also contain book reviews, poetry, and short fiction. The journal regularly devotes issues to a special theme; theme issues have included Women Artists on Women Artists (Vol. 6, no. 1, 1978), Women in Antiquity (Vol. 8, nos. 1/2, 1981), and Charting Colette (Vol. 8, no. 3, 1981). Individual subscription rates are $24; library and institution rates are $71. Wendy Martin, Editor, Dept. of English, Queens College, CUNY, Flushing, NY 11367. Subscription orders should be sent to Gordon and Breach Science Publishers, Ltd., 4142 William IV Street, London, England WC2 N4DE.

Women's Studies Abstracts.

This quarterly publication began in 1972 and provides abstracts and listings of journal articles on topics related to women, including education and socialization, sports and physical capabilities, history and art, and society and government. Special sections list journal issues devoted to topics in women's studies and where new books have been reviewed. Individual subscriptions are $30; library rates are $60. Sara Stauffer Whaley, Editor-Publisher, *Women's Studies Abstracts*, Rush Publishing Co., Inc., P.O. Box 1, Rush, NY 14543. (716) 533-1251.

Women's Studies International Quarterly.

Readers of this publication will learn about women's studies research from all disciplines, the latest books, and international women's studies symposia. Recent articles include "Women and Science" by Anne Fausto-Sterling and "Toward a rediscovery of 'feminine' principles in architecture and planning" by Margrit I. Kennedy. Edited by Dale Spender, the quarterly may be ordered from the Institute of Education, University of London, 20 Bedford Way, London, WC1HOAL, England for an individual rate of $30, institutional rate of $61, or NWSA membership rate of $20.

Women's Studies Quarterly.

Published by the National Women's Studies Association (NWSA) and The Feminist Press, the *Women's Studies Quarterly* is a journal of information and support for students and teachers of women's studies. Journal articles analyze women's studies trends, report on current efforts to transform the curriculum, and review new publications. NWSA news also is included. The Spring 1981 issue, for example, included such articles as "A Feminist Approach to Sex Education in the High School," "Art by Women Made Accessible Through Slides," and "EMBERS: A Project to Develop Elementary School Readers." NWSA members receive the journal as a benefit of membership.

APPENDIX I

"TRANSFORMING THE TRADITIONAL CURRICULUM"

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A SPECIAL FEATURE:

TRANSFORMING THE TRADITIONAL CURRICULUM

Despite the proliferation of women's studies courses and programs over the past decade, it is still possible to graduate from any college or university in the United States without learning anything of women's contributions to the social sciences, sciences, and humanities. In many schools, women's studies has been "ghettoized," contained within a limited number of courses, while the great majority of courses continue to ignore women altogether or to graft a few women onto a curriculum that is still basically male. Now, with many schools reverting to a basic "core curriculum," it is essential that what is conceived of as a general education include the study of women throughout the curriculum. The following special feature examines the question of "mainstreaming," also called "balancing," "integrating," or "transforming" the curriculum. The words are often used interchangeably, but they convey subtle differences of connotation. Whatever the reform is called, progress must be made in the direction of providing a curriculum for the complete education of both women and men.

This special feature focuses on two important conferences that took place in the summer and fall of 1981. The first, on "Integrating Women into the Curriculum," was held in Princeton, New Jersey, on August 27-30, 1981. Sponsored by the Southwest Institute for Research on Women (SIROW) and supported by the Rockefeller Family Fund and the National Endowment for the Humanities, this conference brought together the directors of seventeen projects for integrating materials on women into the college curriculum,* along with consultants in women's studies, professors from the social sciences and humanities, and representatives from funding agencies, to (1) exchange information on ways to initiate, continue, and institutionalize curriculum integration; (2) collect information for those in colleges and universities who are interested in undertaking curriculum integration; and (3) inform college administrators about the progress of curriculum integration at colleges and universities throughout the country. We reprint below a report of the results of this conference, originally written for the Association of American Colleges, along with descriptions of mainstreaming projects now in progress on three representative campuses.

The Wingspread Conference on "Liberal Education and the New Scholarship on Women: Issues and Constraints in Institutional Change," sponsored by the Association of American Colleges with assistance from the Ford Foundation, the Lilly Foundation, and the Johnson Foundation, took place October 22-24, 1981, in Racine, Wisconsin. This conference for college and university administrators on the import of the new feminist scholarship for liberal education was conceived by Anne Fuller, former Chair of the Board of the Association of American Colleges, who organized the planning committee and chaired the conference. Its purpose was twofold: (1) to consider the implications of the new research findings on women for the traditional goals and assumptions of liberal education; and (2) to challenge the larger educational community into serious consideration of resultant possibilities and imperatives for curricular and institutional change. The conference met as a policy-recommending body with regard to the implications of the new scholarship for institutional structures, means, and values. We print here excerpts from Florence Howe's keynote address to this conference, "The New Scholarship on Women: The Extent of the Revolution," and a talk given by Peggy McIntosh, "Warning: The New Scholarship on Women May Be Hazardous to Your Ego." —S.F.

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* Representatives of "mainstreaming" projects attending the SIROW Conference were chosen to represent both a variety of approaches to integration and a wide spectrum of institutional settings. Attending the meeting were representatives of four women's colleges (Smith, Stephens, Wellesley, Wheaton); seven state universities (Arizona, California State at Hayward, Georgia State, Maine, Massachusetts, Montana State, and North Dakota); two religious colleges (Guilford, St. Mary's); one small liberal arts college (Lewis and Clark); one discipline-specific project (The Feminist Press); and two college consortia (the Sixteen-College Informal Coalition of colleges chiefly for women and the Great Lakes Colleges Association of twelve small midwestern liberal arts colleges).

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Integrating Women's Studies into the Curriculum

Myra Dinnerstein, Sheryl O'Donnell, and Patricia MacCorquodale

The following article was first written as a report to the Association of American Colleges.

Background and Rationale: Women's Studies and the Transformation of the Curriculum

... From the outset, women's studies has had a transformative goal: the changing of materials and courses of study so that all phases of education, from kindergarten through graduate and professional schools, will accurately reflect the lives and concerns of women as well as men.... Incorporation of women's studies materials into the traditional curriculum, however, has been slow, indirect, and usually accomplished when women's studies professors themselves integrate their materials on women into their non-women's studies courses. A women's history specialist might include such topics as "Childbirth" or "Women's Legal Status" in a survey of American history. A professor of the anthropology of women could include *Woman, Culture and Society* among required readings for a seminar on cultural anthropology. But few professors outside of women's studies specialties incorporate the new research on women into their courses. It is still possible to take a college degree in any one of our universities and never learn that women create culture, or that their volunteer work in church and civic groups affects the economy, or that the least studied forms of political action seem most congenial to women's lives. If the purpose of women's studies is to transform liberal education by integrating female experiences into all descriptions and analyses of human behavior, we must define strategies by which women's studies programs might affect the entire academy.

Concerned about the best ways to increase the numbers of students reached by women's studies courses, and moved by the need to provide all students with an education that reflects the experiences of both sexes, women's studies scholars and teachers have begun a new movement to integrate women's studies into the traditional curriculum. This strategy has been called by a variety of names, most popularly "mainstreaming," but it has as its goal the reshaping of course content and curricular design. It should be distinguished from the compensatory approach to curriculum reform. To "add women and stir" is not enough and is, in some cases, misleading. A special unit on women's suffrage in a history or political science course which includes no other material on women may give students the erroneous impression that women are important only when they have entered the public sphere. The "exceptional women"—those who left the private sphere of home and children, where most women have spent their lives—are presented as worthies, while the majority of women are ignored because their actions may not be understood as "public" and are therefore not viewed as significant or political. Integrating women into the curriculum requires a whole new way of viewing and describing human activity, not just a supplementary gesture. Thus, "mainstreaming" is both a broadening of course content and a transformation of the principles of curricular selection and organization.

The new scholarship on women can transform the liberal education curriculum in almost every academic discipline by giving shape and visibility to women's lives, past and present. As Peggy McIntosh points out, "Society has been held together by groups of people who are not distinguished by public achievement, recognized power, or cultural innovation, but who weave and maintain the social fabric, living out of the limelight except in times of violence and social disruption. Some of the essential work that such people have done is in the taking care of people and systems, and the maintaining of production and reproduction. ... A thorough study of women also makes visible many men who were not previously featured in the curriculum. In fact, about nine-tenths of the world's population suddenly becomes visible when one takes the emphasis off the public lives of white Western men, who are seen as cultural leaders, and includes those who, for reasons of sex, race, class, or national or religious background, were defined as lower-caste."[1]

For example, an American history course that included nineteenth-century American women's experiences would redefine such key terms as "Jacksonian democracy" and "the frontier experience." These terms describe the formation of American character from the perspective of white males. Women's options were not expanded during the Jacksonian period; and women gained more economic freedom in cities than in frontier towns. "Perhaps," writes historian Ann Lane, "the frontier symbol for American women ought to be the typewriter rather than the plow or mining implements," since "it was the growth of office work, office bureaucracies, that provided the avenues of upward mobility for American women."[2]

Women's art—quilts, textiles, and fabrics, as well as fiction and painting—is validated by women's studies. Women's language—the making of connections between people and the eliciting of information—is explored. Psychologist Carol Gilligan says that women's moral development may be newly defined as "a mode of growth that takes place within relationships and of connection based not on rules to regulate competition but rather on relationships that give rise to

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[1] Peggy McIntosh, "The Study of Women: Implications for Reconstructing the Liberal Arts Disciplines," *The Forum for Liberal Education* 4:1 (October 1981): 2.

[2] Ann Lane, "Toward a Balanced Curriculum," *Wheaton College Alumnae Magazine* (Spring 1981): 15.

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cooperation."[3] The social fabric of everyday life can now become the stuff of rigorous inquiry. "A whole new world of theory and praxis has opened up to me," wrote a liberal arts student after taking a Western Civilization course which included the study of women. "I didn't realize that women made any real difference in the world."

Description of Curriculum Integration Projects

College administrators who are interested in supporting the integration of women's studies into the curriculum now have a variety of approaches from which to choose. A number of universities, including California State at Hayward and the University of Arizona, have used their women's studies programs to extend the new scholarship on women throughout their curricula. Other schools utilize faculty who are teaching courses on women's studies or whose major research is focused on women. Still others look for leadership to administrators who have themselves been pioneers in women's studies. Some schools, eager to bring the results of new research on women to their campuses, are limited by having small numbers of women's studies faculty and by encountering resistance to new programs in a time of declining financial resources and tight budgets.

Small liberal arts colleges like Wheaton and Guilford seek to involve the entire faculty in their integration efforts, while large state universities like Montana State and the University of Arizona concentrate on professors who teach large, introductory-level undergraduate courses. Projects seeking to transform disciplines—for example, The Feminist Press's project to transform introductory American literature courses—involve participants from universities throughout the country; while such coalitions as the Great Lakes Colleges Association, the Wellesley Faculty Development program, and the Georgia State Project deal with faculty from a number of colleges within their region.

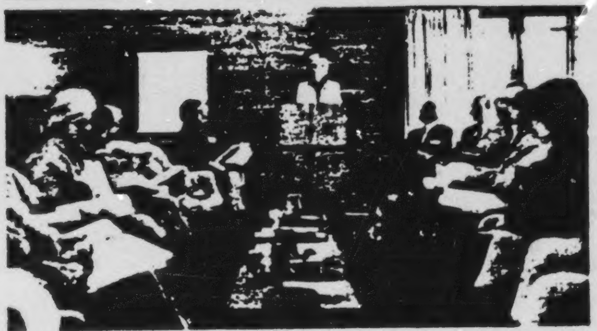
Most of the projects represented at the SIROW Conference are new mainstreaming efforts, although several colleges, notably Stephens and Guilford, started their activities in the early 1970s. Strategies for mainstreaming range from campus faculty development projects to conferences to institutes and seminars. Using a faculty development model which includes as a major component the opportunity for independent research or reading, most of the projects described at the SIROW Conference help faculty acquaint themselves with the new scholarship on women so that they can then initiate curricular change.

At some institutions, notably Montana State, the University of North Dakota, and Wheaton, projects were initiated by faculty members, who conducted research studies of three kinds: content analyses of textbooks (e.g., "Treatment of Women in Anthropology Texts"); surveys/questionnaires (e.g., "Women Students' Success in Agricultural Engineering"), and literature reviews (e.g., "Women in the History of Mathematics"). They then used the results to modify their courses.

Mainstreaming projects often supplement independent faculty research with seminars or workshops, visiting scholars, and resources supplied by the project staff: articles, books, bibliographies, and review essays. Two of the SIROW participants held conferences. The Georgia State conference, "A Fabric of Our Own Making: Southern Scholars on Women," presented the new scholarship on women in order to stimulate new ideas for research and course development. The Sixteen-College Informal Coalition, a consortium of independent colleges—primarily women's colleges—held a conference to study the integration of women's studies into the liberal arts curriculum and the role women's colleges might play in that effort.

Courses, summer institutes, and workshops proved helpful to several schools. California State University at Hayward granted twelve faculty members two credits of released time to attend a semester-long faculty development course team-taught by two women's studies faculty and featuring lectures, readings, and independent projects. Summer institutes for faculty are a major part of the integration project at Lewis and Clark College, the Great Lakes Colleges Association program, and The Feminist Press's project on American literature. Wheaton sponsored a two-day conference for the entire faculty, administrators, and student leaders at the beginning of its project, and a one-week interdisciplinary workshop to introduce faculty to the new scholarship about women.

Several projects include the creation of "products" as an important part of their strategies. The Feminist Press's project on "Reconstructing American Literature" will produce a volume of syllabi, bibliographies, and related materials, plus brief essays on courses which have begun to be changed, and a new anthology of American literature which significantly increases the inclusion of women and minority writers. Both Montana State and the University of North Dakota required participants to prepare written accounts of their research and revised curricula for possible publication. Selected papers and slides from the art exhibit will be made available to those who attended the conference at Georgia State.



Jean Walton, dean emerita of Pomona College, now director of women's studies for the Claremont Colleges, addressing the conference. Photograph by Florence Howe.

The most important product resulting from the faculty development programs, however, was a changed curriculum, passing on to students an enlarged and corrected picture of social reality.

Role of Administrators

College and university administrators who see the logic of including women in the curriculum have asked, "What can I do?" The curriculum is a faculty prerogative. Our conference participants indicated that administrative support was important to virtually every effort to effect curricular change. In fact, one of the most striking features of

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[3] Carol Gilligan, "In a Different Voice: Women's Conceptions of the Self and Morality," *Harvard Educational Review* 47 (1977): 481-517.

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curriculum reform reported by SIROW Conference participants was the extent to which administrators served as leaders in the development of integrated curricula on their campuses. Many of the seventeen program representatives described how administrators, including presidents, provosts, and assistant deans, played a key role in initiating projects to integrate the new scholarship on women—some by contacting funding agencies or writing grant proposals, others by supporting the efforts of women's studies faculty.

Administrators' support was often prompted by a vision of how the new scholarship on women would fulfill their institutions' commitments to liberal education. Presidents of women's colleges questioned whether their unique responsibility to women students was being met by the traditional curricula. Liberal arts deans wondered whether their schools' definition of a well-rounded education could possibly meet the changing needs of both sexes. Provosts of religious schools felt that their traditional commitment to justice and truth needed to be implemented through the inclusion of women in the curriculum.

In conducting reviews to gauge whether or not the curriculum responded to the needs of all students, administrators and faculty asked whether students' courses of study reflected the reality of a world in which both sexes live. A general concern with values emerged—particularly with regard to the issues of sexism, racism, and affirmative action—and a belief that faculty could deal with these issues most effectively by reexamining the content of their teaching and research. Renewed interest in general education requirements and revision of the core curriculum provided the occasion for some administrators to call for reconceptualization of basic courses to include women's experiences and perspectives. On some campuses with women's studies courses, administrators made sure that issues raised in the process of teaching and doing research about women challenged the content and organization of the traditional disciplinary structure. Some administrators used programs for general faculty development to promote thinking about women's issues, as well as to introduce faculty to exciting and innovative scholarship on women.

SIROW Conference participants listed several ways that administrators emphasizing institutional commitment to the pursuit of knowledge created support for curriculum integration projects:

1. *Building upon an Existing Women's Studies Program or Faculty.*

Administrators find that integration projects have been most successful where they have been built around a core of women's studies faculty whose presence (1) provides the campus with local expertise, lessening dependence on outside scholars; and (2) provides a critical perspective on current research that helps to prevent the cosmetic "add women and stir" approach. On campuses without formal women's studies programs, administrators have been able to encourage curriculum integration by bringing women's studies faculty together and by providing interdisciplinary forums at which the rest of the faculty can be introduced to their work.

Needless to say, support of women's studies faculty, who have been integrating material on women into their courses for years, is important to the process of curriculum change. Women's studies faculty are experts on both women's studies and integration, having created concepts and theories that are used to organize and make sense of the new data on women. They have written innovative materials, revised textbooks, unearthed examples and illustrations, and conducted new research to complete the view of human behavior traditionally offered in their disciplines. Most administrators find these faculty members a logical group to work with on the initiation of curriculum change efforts, though on some campuses administrators have initiated programs aimed at changing the entire core curriculum without focusing specifically on women's studies faculty.

2. *Public Recognition and Publicity of the Projects' Efforts.*

Public administrative support has increased the legitimacy and visibility of curriculum integration. Presidents', deans', and provosts' written and verbal reports on college activities have provided a forum for acknowledging the importance of the new scholarship and teaching about women. Mentioning such projects to opinion leaders outside the university—legislators, religious officials, funding officers, community groups, civic organizations, and alumni/ae—also assigns them value. Administration-sponsored events (lectures, kick-off dinners, women's history weeks) and participation in scholarly conferences have lent weight and authority to mainstreaming projects.

3. *University-Wide Support of Interdisciplinary Efforts.*

Administrative encouragement of interdisciplinary efforts to review, modify, and develop the curriculum has helped to correct narrow views of the academic disciplines as isolated entities. Administrators who have worked to create institutional structures allowing for interdisciplinary courses and team-teaching have been especially helpful to women's studies scholars, because the new research on women is, by definition, interdisciplinary.

4. *Renewed Institutional Commitment to Teaching and Curriculum Integration.*

Administrative support would indicate to the faculty that participation in curriculum integration and awareness of the new scholarship on women are important activities to be seriously considered in tenure and promotion decisions and in the allocation of merit funds. Released time to develop materials or to attend faculty development seminars may be necessary to allow faculty members the time and information required to revise course syllabi. SIROW Conference participants proposed that administrators sponsor teaching awards to instructors who integrate materials on women into their courses.

5. *Financial Support for Integrating Curriculum within a National Framework of Faculty Development.*

Colleges and universities with ongoing faculty development projects have committed at least a portion of their funding to the new scholarship on women. Money for consortial workshops, attendance at professional women's studies meetings, visiting scholars, and outside consultants has been particularly important for linking the integration projects into the national network of scholars engaged in curriculum revision. Funds for books, journals, films, and other materials that can be used by a large number of faculty are essential.

The sensitive issue of the extent to which administrators should exercise their power to influence curriculum content evokes questions about academic freedom in the classroom and faculty autonomy. To mitigate tensions, successful administrators formed alliances with interested groups such as women's studies faculty or curriculum committees so that revisions were made through regular institutional procedures. Skilled administrators were those who saw to it that faculty initiated and directed curricular integration while offering them moral, financial, and institutional support.

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Funding Prospects: Past and Present

Funding by government and private agencies has been a key factor in promoting projects to integrate women's studies into the curriculum. Several project directors noted the availability of federal grants and foundation monies as crucial to their undertaking their projects when they did. Fifteen of the seventeen projects represented at the SIROW Conference have received some form of external support from such agencies as the Fund for the Improvement of Postsecondary Education, the National Endowment for the Humanities, and the Women's Educational Equity Act. Four private foundations—the Carnegie Corporation, the Ford Foundation, the Andrew W. Mellon Foundation, and the Lilly Endowment—have also funded projects. The significance of funding as a factor in promoting curriculum integration may be skewed by the fact that extensive programs with outside funding were more likely to attract the attention of SIROW Conference organizers than were small programs funded by deans and provosts.

Given the declining availability of outside funding opportunities, new ways to fund curriculum revision must be found. Projects will need internal funds to support their work and will increasingly have to offer faculty supports and incentives that can be provided by the institutions themselves, such as released time, summer stipends, book grants, and faculty development grants. General faculty development programs can make certain that some of their funds are specifically earmarked for changing the core curriculum rather than producing advanced-level courses. Standing college committees can focus their energies on devising strategies for integrating materials on women into the curriculum. Alumnae gifts are a potential source of funding which may have been previously neglected. Three of the projects at the SIROW Conference had received funding from alumnae specifically to support the integration of women's studies into the curriculum.

Benefits of Women's Studies Integration to Colleges and Universities

The experience of the 357 women's studies programs now in existence, as well as the seventeen integration projects represented at the SIROW Conference, suggests that efforts to integrate women's studies into the curriculum offer many benefits to colleges and universities in addition to those occurring in the classroom:

(1) The curriculum reflects the experiences of both sexes and therefore provides an accurate picture of social reality.
(2) The process of integrating women's studies provides an occasion for a thorough review and critique of an entire college curriculum to assess how it is meeting the needs of its students and whether or not it reflects and incorporates advances in research.
(3) Interdisciplinary networks for communication, research, and teaching offer intellectual stimulation and increase the interaction of colleagues.
(4) A curriculum that responds to the interests of women and minorities is an attractive inducement in recruiting and retaining students, especially the growing numbers of returning women students enrolled in continuing education and evening courses.
(5) Increased faculty publication results from involvement in new areas of research and teaching.
(6) Women's studies integration provides an impetus for strengthening library holdings and for organizing materials on women in special collections and archives.
(7) For women's colleges, efforts to integrate women's studies provide an opportunity to rethink and revitalize their unique mission.
(8) For all liberal arts institutions, efforts to integrate women's studies provide the opportunity to review and expand their commitment to the open-minded pursuit of truth.

Myra Dinnerstein, head of Women's Studies and director of the Southwest Institute for Research on Women (SIROW) at the University of Arizona, is director of the project on "Integrating Women's Studies into the Curriculum." Patricia MacCorquodale, Assistant Professor of Sociology at the University of Arizona, is chair of the executive planning and evaluation committees for this project. Sheryl Rae O'Donnell is director of the "Project for Curricular and Instructional Development in Women's Studies" at the University of North Dakota, where she is an Assistant Professor of English.

Curriculum Integration at the University of Arizona

Myra Dinnerstein

Extending women's studies scholarship to the traditional curriculum was a logical "next step" for the Women's Studies Program at the University of Arizona. Established in 1975, the program had successfully brought the new research on women to the attention of the campus and community by increasing the number of courses on women to over twenty-five, sponsoring numerous visiting scholars and conferences, establishing a regional research center—the Southwest Institute for Research on Women (SIROW)—developing in-services for elementary and secondary teachers, and organizing a Women in Science and Engineering office (WISE). But it became clear, through a student questionnaire developed by Patricia MacCorquodale of the sociology department as part of a National Endowment for the Humanities Pilot Grant, that students in non-women's studies courses were hearing little or nothing about women and that, despite our efforts, most students were graduating from the university with little scholarly information on women.

As a result, we developed a three-pronged effort to increase the impact of women's studies on the university curriculum (1) by devising a faculty development program for "traditional" faculty, (2) by planning new graduate courses, and (3) by creating a new humanities undergraduate option focusing on women. In 1981 we received an NEH grant for the project "Integrating Women's Studies into the University Curriculum" to support these proposals.

Because this grant is an Implementation Grant, we devised a faculty project that, as the NEH guidelines required, would have a permanent effect on our institution once the grant funds were discontinued. For that reason we chose to work only with tenured faculty, whose work would be ongoing. We also chose to focus on faculty who teach courses that are either introductory or of major importance to their discipline, so that students would recognize from the beginning of their college education that materials on women were considered an integral part of their education and of the discipline they were studying. Other criteria for faculty selection included reputations as good teachers and an interest in—or at least not an intractable resistance to—research on women.

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Each year, for three years, a group of ten faculty members (only three of whom are women) participates in the activities of the project. The central event is a five-week summer study session, punctuated by weekly seminars, that allows participants time to read the new scholarship in their fields, modify the syllabi of the courses they have targeted for revision, and hear scholars report on recent research. Throughout the year, participants attend lectures and meet in specially-arranged colloquia with visiting scholars who present theoretical issues in women's studies in a variety of disciplines. Participating faculty are bombarded with relevant syllabi, annotated bibliographies, articles, and books. A reference librarian works closely with faculty to provide them with important resources.

The evaluation process is an important ingredient of the project because it presents an opportunity for project staff not only to monitor participants' progress in integration but also to modify the program as it proceeds. Evaluation activities include pre- and post-attitudinal questionnaires given in participants' targeted classes and, as a control, in other, non-targeted classes; entrance and exit interviews with participants at the beginning and end of their participating year; numerous meetings with project staff and women's studies faculty; and an outside evaluation at the end of each project year.

The second goal of our curriculum project is initiating women's studies graduate courses in four departments that do not have them—political science, anthropology, sociology, and history. Because our faculty development segment focuses on older, tenured professors, we felt that instituting graduate courses in departments which did not offer them was the best strategy to reach the new generation of scholars and professionals in all fields who need to be aware of the important new materials on women.

Strengthening the undergraduate women's studies curriculum is the third goal of the project. Because the courses that can be used to fulfill the humanities requirement almost totally ignore women (a semester-long argument has recently culminated with the inclusion of Sappho as the one female author in the general humanities course), we felt it imperative to develop a Women in Western Culture course, which would include a historical survey of women in art, philosophy, and literature, as a humanities option.

The College of Fine Arts at first refused to accept this course as a humanities option for its students but finally agreed to do so *after* reporting in writing that faculty "want to go on record as concerned" that such a course would not be necessary if materials from it were included in existing courses. They then directed the dean's office to express their concern to department heads in humanities, art, philosophy, and literature that "the professors teaching the currently accepted humanities options in these fields . . . include the information that is currently contained in" the Women in Western Culture course. Thus, allies in the mainstreaming efforts at the University of Arizona increase in unforeseen ways and offer hope that curriculum integration, although proceeding slowly, will ultimately prevail.

The following two articles are reprinted with permission from the October 1981 issue of The Forum for Liberal Education *on "The Study of Women in the Liberal Arts Curriculum."* Forum *is published by the Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009. (202) 387-3760. Single copies of this issue are available from the* Forum *office, c/o AAC, for $2.00.*

Wheaton College: Integrating the Study of Women into the Liberal Arts

Kim Merrill

With the help of a three-year grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE), Wheaton College, a 150-year-old women's liberal arts college, undertook in 1980 a project entitled "Toward a Balanced Curriculum: Integrating the Study of Women into the Liberal Arts." As its title suggests, this project seeks to integrate the new and growing scholarship about women into Wheaton's core curriculum. Such integration necessarily crosses disciplinary lines and involves faculty, administrators, and students throughout the whole college.

The success of a college-wide curriculum development effort depends in part on the commitment and circumstances of the college, according to Alison Bernstein, program officer at FIPSE at the time of the project's beginning. She asserted her belief that the college's commitment to women's education, its cohesive liberal arts core curriculum, its relatively small student body of 1,160, and its enthusiastic faculty make Wheaton a promising candidate for a project aimed at curriculum change. Wheaton's strong commitment to integrating the study of women into its curriculum evolved from the decisions of Alice Emerson, president, and Ruth Schmidt, provost, who in the fall of 1979 attended a conference for women's college presidents held by Patricia Harris, then Secretary of the U.S. Department of Health, Education and Welfare. The conference encouraged Emerson and Schmidt to seek FIPSE funds for their curriculum development project.

The FIPSE funds sponsor different kinds of activities each year. Accomplishments during the project's first year consisted mainly of self-assessment and faculty education through the use of faculty/student questionnaires, a self-assessment conference, colloquia, and visits by outside scholars. These self-assessment efforts were intended by project planners to provide information, guidelines, and focus to the next two years of the FIPSE grant. As planned, project activities for the 1981-82 academic year include continued faculty education and curriculum assessment in various disciplines and the initiation of curriculum revision in economics, education, history, psychology, and religion. The project's third year will result in a case-study that will be disseminated at the end of the project, at a conference, in 1983. The development of a case-study will help Wheaton share its approach to curriculum change with other schools.

This approach to curriculum development rests on the premise that change initiated, developed, and evaluated by faculty members will occur more smoothly and comprehensively than change generated by external sources. Therefore, the FIPSE Project Advisory Committee (PAC), consisting of six faculty members, three students, the provost, project associate, and college librarian, accepts faculty proposals for possible departmental or individual projects, and organizes activities that emphasize faculty participation.

For example, as part of its first-year activities, PAC sponsored a self-assessment conference, held in Newport, Rhode Island, in September 1980. The conference, entitled "Women in the Curriculum," formally initiated the FIPSE project by giving faculty, administrators, student leaders, and outside consultants an opportunity to exchange ideas about the relevance of new scholarship about women. The keynote speaker at the conference was Catharine R. Stimpson, professor of English at Douglass College, Rutgers University, and founding editor of *Signs: Journal of Women in Culture and Society*. Other consultants introduced participants to the ideas and concerns of scholarship about women, while Ruth Schmidt, the project director, emphasized that only because of such scholarship is a balanced curriculum even a possibility for colleges. Participants' evaluations of this conference indicate that it generated a cooperative spirit among faculty and provided an atmosphere which allowed expression of a wide range of opinions.

About fifty faculty members also chose attend sessions of an intensive faculty workshop entitled "Introduction to New Research abo

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EDUCATION

NY Times 7/21/80.

SEE NEXT PAGE FOR U. of ARIZONA

Women's Viewpoints Gain Respect In Academe

By LESLIE BENNETTS

THE professor wanted to apply to the Wellesley College Center for Research on Women for a grant to develop a course on women. Peggy McIntosh, the program director, explained that the center's approach was not to create separate new courses but to help faculty members integrate information on women into the courses they already taught.

"But I couldn't do that!" exclaimed the professor. "I teach Western civilization, and you can't get women into Western civilization."

There was a long silence. Then the man said hesitantly, "Well, I guess it all depends on your definition of civilization." There was another silence. "I guess I just had my consciousness raised," he ventured.

On college campuses around the country, an increasing number of faculty members and students are having their consciousnesses raised these days by women's studies programs. Women's studies attempts to remedy what its proponents view as the omission of the experiences and achievements of women from teaching in subjects ranging from history and literature to economics and biology.

An Expanding Discipline

Since its inception a decade ago, women's studies has developed from a smattering of courses regarded by some academics as trivial into a new discipline that has been firmly established in both teaching and research.

It began as an independent effort, with many universities creating separate, usually interdisciplinary, women's studies programs, but its influence is spreading to teaching in other areas as well. Some institutions are now exploring ways to integrate a comparable approach and new information. about women into existing courses in traditional disciplines.

There are about 350 women's studies programs on college campuses, and another 600 institutions offer at least 25 women's studies courses but not an organized program, according to Florence Howe, editor of the Women's Studies Newsletter, and an American studies professor at the College of Old Westbury, N.Y. About 20,000 women's studies courses now exist nationwide.

As the offerings have proliferated, women's studies has won growing acceptance as a legitimate academic field despite initial resistance. Women's studies, its practitioners say, presents a challenge. "It's a matter of realizing how pervasive sexism was in all aspects of the culture," said Elaine Marks, chairman of the women's studies program at the University of Wisconsin. "Women's studies by definition has a feminist perspective, and as such it has to be implicitly political in the sense that it implies the desire and the need for change. We want to change the university. Intellectually, it is a very militant and aggressive stance."

Goal Is New Curriculums

Women's studies recognizes that traditional education "assumed that the male is the standard and the norm," as Ruth Schmidt, provost of Wheaton College, put it. "We did not realize that we looked at all of culture and history pretty much from a male perspective. With the kinds of investigation now going on, we have the chance to develop curriculums which would be the story of both male and female."

Women's studies, generally ill-funded to begin with, is currently faced with the same budget squeeze that confronts far more established disciplines at most universities.

"Women's concerns are not given much priority," said Elaine Reuben, coordinator of the National Women's Studies Association. "There have not been enough women in policy making positions to have an impact, and

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Women's Studies Gaining

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of the women's studies program at the University of Wisconsin. "Women's studies by definition has a feminist perspective, and as such it has to be implicitly political in the sense that it implies the desire and the need for change. We want to change the university. Intellectually, it is a very militant and aggressive stance."

Women's studies is based on the recognition that traditional education "assumed that the male is the standard and the norm," as Ruth Schmidt, provost of Wheaton College, put it. "We did not realize that we looked at all of culture and history pretty much from a male perspective. With the kinds of investigation now going on, we have the chance to develop curricula which would be the story of both male and female."

However, structural as well as attitudinal barriers still remain. Women's studies, generally ill-funded to begin with, is currently faced with the same budget squeeze that confronts far more established disciplines at most universities.

"Women's concerns are not given much priority," said Elaine Reuben, coordinator of the National Women's Studies Association. "There have not been enough women in policy-making positions to have an impact, and women's studies is seen as a secondary interest and therefore not critical."

Women academics often have to juggle a commitment to women's studies with responsibilities in other departments, where their contributions to women's studies may not be considered relevant.

"I know some women who have been turned down for tenure precisely on the grounds that they published, but they published mostly in the area of women's studies," said Marianne Ferber, director of the women's studies program at the University of Illinois. "There are still a great many people who look on women's studies as being not quite in the same league as the 'important' disciplines."

The New York Times / Tony Jerome

Prof. Florence Howe

Discipline's Impact Is Growing

But despite the risks entailed in doing such work, the impact of feminist scholarship is becoming significant. "There has been such an explosion of publishing and of knowledge on women that epistemologically there is no way to deny women's studies at this point," said Dr. Howe. "The research has now begun impinging very sharply on the traditional body of knowledge. The social sciences will never be the same."

Both among faculty and among students, women's studies has attracted mainly women, a fact that has helped spur the development of "mainstreaming," or the attempt to integrate women's studies material into existing courses and departments rather than to segregate it in separate programs. Many academics maintain that such a transformation will ultimately provide the only feasible means of educating young men as well as young women in a nonsexist manner.

"We're saying that if there's important new knowledge, it should be part of the basic curricula, instead of relegating it to a separate, extra curriculum," explained Dr. Schmidt. But she, like most proponents of women's studies, believes that separate programs are still necessary as well. Dr. Ferber adds, "Women's studies is an interim measure, but it's a long-term rather than a short-run thing. We're playing catch-up in order to gain as much knowledge of women as we already have of men. My idea of utopia is the day when we no longer need women's studies."

In addition to exploring various ways of educating their students, many institutions are beginning to consider how to educate their faculty.

Several Programs Under Way

Montana State University is currently engaged in a two-year program to provide faculty members with incentives and resources to do research on women that will then be included in standard course offerings. The University of Arizona is starting a three-year faculty development project to stimulate research and transform basic introductory courses.

The Wellesley College Center for Research on Women is concluding a five-year project of awarding grants to faculty members in New England to do research on women. At Georgia State University, plans are now under way for a conference of up to 500 scholars and administrators from 11 Southern states to meet next March and develop a model for "gender-balancing" the general curriculum.

As professors revise their agendas with a view toward women, the impact on students can be profound, altering not only their understanding of education but their feelings about themselves. Judy Lebold transferred from the University of North Carolina to the University of Massachusetts last year in order to major in women's studies because her first course had been such a revelation.

"It was talking about my life, women's lives, the history, politics and socialization of women," she said. "I never knew my heritage of being a woman. There were no role models, just silence on the lives of women. Historians have ignored women's work, women's labor, women's experiences. We've been silenced too long, and women's studies is ending the silence. But it makes me angry to realize all the things I was never taught that would have been so wonderful to know about — so I could have had my own dreams of growing up and being a famous person, the way little boys have their dreams."

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Tucson Citizen 2/2/81

Funding lets UA launch study of women's roles

Most University of Arizona graduates, Mrs. Myra Dinnerstein will tell you, don't know why 5-year-old Johnny is encouraged to play cowboys and Indians and football while his twin sister, Jean, plays with her dolls and stays around the house with Mom.

Neither do they know what pioneer wives did as their husbands explored the new American West a hundred years ago.

Mrs. Dinnerstein, who chairs the women's studies division at UA, hopes to start changing that with a $275,000 research grant from the National Endowment for the Humanities in Washington, D.C.

The grant will be used to allow about 30 UA faculty members in the next three years to discover how women's roles and differences in sex affect their various fields of study. Their research will then become part of introductory courses they teach and should result in far-reaching changes in the liberal arts.

"This is pioneer work and part of a new thrust in the social sciences," Mrs. Dinnerstein said. "It excites us because we're aiming at introductory courses in as many departments as possible at a large state university. And some students will take no other course in that department.

"The reality is that most humanities courses have included very little about women. Women's studies have redefined the various disciplines and changed the scholarly questions that are asked."

The bottom line for Mrs. Dinnerstein and other women's scholars is that once a student takes a women's studies course, he or she will never think the same again.

A 1979 survey by UA assistant sociology professor Patricia MacCorquodale seems to bear this out. The survey showed that students taking women's studies courses wound up more knowledgeable about women's issues and changing sex roles than students taking humanities courses.

Ms. MacCorquodale proposed the grant along with Mrs. Dinnerstein and two UA associate professors, Susan Phillips (anthropology) and Sidonie Smith (English).

The women's studies division, begun in 1975, has had good enrollments in its 17 courses which are about 75 to 90 percent female, Mrs. Dinnerstein said.

The kinds of new research that might be included in the introductory courses include the role of women in literature, industrialization's impact on women, the legal status of women through history, the analysis of sex differences in measuring intelligence, and sex role socialization, which Mrs. Dinnerstein called "how boys are trained to be boys and girls are trained to be girls."

Each summer for the next three years, about 10 faculty members will research the role of women in their respective fields and "integrate" that information into their courses, Mrs. Dinnerstein said. Students will take attitude surveys like Ms. MacCorquodale's before and after the classes.

Faculty and Staff News
Qué Pasa
Vol. 4 No. 11 University of Arizona, Tucson, Arizona Feb. 2, 1981

Grant to Women's Studies will 'mainstream' courses

The Women's Studies Committee has received a grant that would result in far-reaching changes for basic liberal arts and other college introductory courses.

The $275,000 grant is from the National Endowment for the Humanities. During the next three years, it will enable 24 faculty to integrate new information about women into existing courses in the humanities and social sciences, said Dr. Myra Dinnerstein, committee chairperson.

It represents a strategy shift away from creating separate undergraduate courses on women to "mainstreaming" that same course content into the basic introductory courses that thousands of university students take during their academic careers, she said.

It will reach students who might never take a women's studies course, she added.

The grant was written by Dinnerstein, Dr. Susan Phillips, anthropology; Dr. Sidonie Smith, English; and Dr. Patricia MacCorquodale, sociology.

MacCorquodale recently evaluated attitudes of UA students who took women's studies or humanities courses in 1979. She found that those taking women's studies courses tended to become more liberal in their sex-role attitudes during the semester than the students who took humanities courses. Another striking discovery, she said, was just how devoid traditional humanities courses are of any feminine persective. Work under the Endowment grant would change that.

The grant will also establish women's studies graduate courses in sociology, anthropology, political science and history, and will revise undergraduate women's studies curriculum.

Curriculum that includes information on women is needed now "when university graduates find themselves in a world where increasing numbers of women are in the labor market and role expectations for both sexes are shifting," the women wrote in their proposal. Because of the wide range of departments and faculty involved, they said they expect the impact of the new changes to be great.

UA deans, department heads and other administrators as well as faculty support the mainstreaming project, Dinnerstein said.

This summer 10 faculty will receive stipends to research information on women in their disciplines, Dinnerstein added. They were selected on the basis of their reputations with colleagues and students as good teachers and by their support for mainstreaming women's studies into the introductory level courses they teach, she said.

Faculty who will develop "mainstream" introductory courses are:

(1981-82) Ellen Basso, anthropology; Mary-Ellen Morbeck, anthropology; J. Michael Mahar, Oriental studies; Philip Balch, psychology; Robert Terhorst, Romance languages; Clifford Lytle, political science; Keith Lehrer, philosophy; John Dixon, management; Bill Slater, radio-TV; and Henning Jensen, philosophy.

(1982-83) Richard Jensen, classics; Edgar Dryden, English; Jack Marietts, history; Leslie Flemming, Oriental studies; Jerry Millet, sociology; Gary Jensen, sociology; John Gilabert, Romance languages; and Richard Cosgrove, history.

(1983-84) Carl Ketchum, English; Lawrence Scaff, political science; Albert Bergesen, sociology; Henry Kenski, political science; Marvin Kahn, psychology; Jerrold E. Hogle, English; and Roger Nichols, history.

—Lori Stiles

AUTHORS of the "mainstream" proposal are, from left, Drs. Myra Dinnerstein, Patricia MacCorquodale and Susan Philips. Not pictured is Sidonie Smith who is on sabbatical.

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Women's studies awarded grant

By MAUREEN WARD 2-6-'81

Arizona Daily Wildcat

The University's women's studies program has received a national grant to begin work on integrating scholarship of women into basic and introductory courses for next fall, particularly humanities and social sciences, according to the program chairwoman.

"The thrust of the next decade wil be to integrate, or what we call mainstream, scholarship of women generated from past research," said Myra Dinnerstein, co-author of the grant.

The three-year grant for $275,000 was awarded to the University by the National Endowment for the Humanities in January and will initiate mainstreaming course content of women's studies into general courses required for thousands of University undergraduates, Dinnerstein said.

The grant is part of a national effort to test different ways of including the study of women into existing courses.

For the next three years, a total of 30 faculty members, primarily tenured professors, will receive a stipend to spend the summers reading and developing scholarship on women in order to integrate that information into their course curriculum.

"Although we have a large women's studies program, and thousands of students take these classes, the majority of students graduate without ever hearing about women's scholarship," she said.

Richard A. Cosgrove, an associate history professor who will participate in the program during the 1982-83 academic year, said the grant provided a useful process for re-evaluating his courses.

Cosgrove, a 14-year faculty member, said implementation of the program will offer a better sense of social history. "English society is a prime example of falling into the syndrome of male domination," he said.

Betty Schmitz, director of a similar project at Montana State University, said the MSU program is in its second-year field-testing phase and therefore student feedback is yet unavailable.

However, Schmitz said campus-wide opinion reflects an acceptance of the integration of information on women throughout the University's seven colleges.

The University's grant also provides for an introduction of four new graduate-level coursesin sociology, political science, history and anthropology. Dinnerstein said Tom Volgy, Democratic Tucson city councilman, will be teaching a course entitled "Women in Politics."

In addition, the women's studies program will revise its undergraduate curriculum, offering a new humanities course, available as a humanities option, that covers women in Western culture.

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Scholars Wage Campaign to Integrate Research on Women into Standard Liberal-Arts Courses

Attempts to reform the established curriculum represent a new front in the academic war between the sexes

By Janet Hook

RACINE, WIS.

▶ Although the Renaissance brought a vast expansion of knowledge and opportunities for European men, women were subjected to greater restrictions and constraints than they experienced in earlier centuries.

▶ Standard economic measurements present an incomplete picture of national productivity because they do not take into account the value of women's unpaid labor at home.

▶ Psychologists claim to have reached general conclusions about human behavior, but some researchers have based their findings on the observation of male subjects only.

Those are just a few of the assertions that scholars have made in a growing body of research on women—findings that, so far, have been presented to college students primarily in women's-studies courses.

Winning a place in the college curriculum for such courses—on women's history, women in literature, women in the labor force—and getting women's-studies programs established have been key aims of feminist scholars for the past decade, since the first women's-studies courses were offered in the late 1960's.

Although the fight for recognition of women's studies as a legitimate academic

at half of the human race, you don't know very much about the human race."

"The liberal-arts curriculum still tells students about their fathers, not their mothers. It teaches students not only how to think, but that men have been the only thinkers," says Florence Howe, president of the Feminist Press and professor of American studies at the State University of New York College at Old Westbury.

49 Projects on Curriculum

Although still in their early stages, a number of projects have been undertaken in recent years to redesign liberal-arts courses to include more information about women. The Higher Education Resource Services at Wellesley College has identified 49 such projects. Among them:

▶ Wellesley's Center for Research on Women has just completed a five-year pro-

The Wheaton project has spawned efforts to study the contributions of female chemists, provide more information about sex differences in introductory psychology courses, and redesign economics courses to explore women's role in the economy.

Women's-studies scholars insist that reform of the traditional curriculum requires college faculty members to do more than simply add female authors to an established reading list. Eliminating sexism from the curriculum, they say, requires a re-evaluation of the principles that guide the design of courses.

Scholars of women's history, for example, challenge traditional ways of organizing history and selecting events for study.

"Women's history challenges the traditional periodization of history," says Gerda Lerner, professor of history at the University of Wisconsin at Madison and

greatness is there, too," says Elizabeth Minnich, dean of the Union for Experimenting Colleges and Universities. "We hang quilts on gallery walls and suddenly we see great design in them."

In asking why crafts are not regarded as fine arts or why letters and journals are considered "sub-literary," research on women "calls into question our old standards of 'excellence,'" says Margaret V. McIntosh, director of college programs at the Wellesley College Center for Research on Women. "Who defined what was excellent and whom did that definition serve?"

College officials and scholars at the meeting here discussed ways in which academic administrators could encourage curriculum reform—for example, by providing financial support for professors who want to prepare themselves to present the findings of research on women to their students.

However, conference participants agreed that curriculum changes had to be initiated by faculty members, or else administrative pressure might be regarded as a threat to academic freedom.

Administrators warn that scholars who have objected to setting up separate women's-studies programs will be even more reluctant to integrate research on women into their own courses.

WHEATON COLLEGE

"If the liberal arts really have to do with human life, and you haven't looked at half of the human race, you don't know very much about the human race."

—*Ruth A. Schmidt*

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enterprise is still being waged on many college campuses, women's-studies scholars are now devoting increasing attention to another front in the academic war between the sexes. They are campaigning to have the results of recent research on women taught, not only in separate women's-studies programs, but as an integral part of traditional liberal-arts courses.

Battling 'Male-Centered' Bias

At a meeting at the Wingspread conference center here, women's-studies scholars and college administrators discussed strategies for integrating information about women into the liberal-arts curriculum."

Scholars say their interest in reforming the established curriculum does not represent an abandonment of efforts to set up and preserve specialized women's-studies programs. Those programs, their advocates say, provide a base for conducting research and offering courses designed to compensate for what is regarded as a "male-centered" bias in the rest of the college curriculum.

But, in calling for the reform of traditional liberal-arts courses, women's-studies advocates are trying to have a broader effect on undergraduate education.

As long as the results of research on women are taught only in separate courses, women's-studies scholars say, only students who elect to take those courses will be exposed to the "balanced" perspective that the scholars contend should be part of every liberal education.

"Most of our curriculum, certainly the liberal-arts curriculum, is the history of Western males' achievements," says Ruth A. Schmidt, provost of Wheaton College in Massachusetts. "If the liberal arts really have to do with human life and a sense of your own identity, and you haven't looked

> "Traditional history is periodized according to wars, conquests, revolutions. All of these categories are appropriate to the major activities of men."
>
> —*Gerda Lerner*

[illegible] C. PHILLIPS

gram that provided fellowships for 36 scholars to conduct research on women that would lead to a "balancing of views of men and women" in the college curriculum.

▶ The Feminist Press, a publishing house that specializes in books by and about women, has planned a new anthology of American literature that would include more contributions by women and members of minority groups.

▶ The University of Arizona has provided stipends and other incentives for faculty members to become acquainted with women's-studies scholarship and to revise their courses to include the results of that scholarship.

▶ Wheaton College in Massachusetts has begun a three-year project to revise introductory courses in several disciplines to incorporate the woman's perspective.

Cited by many as a model for curriculum reform, Wheaton's project is financed by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education. Although faculty participation in the project is voluntary, college officials say that over half of Wheaton's faculty members have taken part in the program—including many who were not previously involved in research on women.

president of the Organization of American Historians. "Traditional history is periodized according to wars, conquests, revolutions, or vast cultural and religious shifts. All of these categories are appropriate to the major activities of men—especially political men."

But in such accounts, Ms. Lerner contends, the activities and accomplishments of women are shortchanged unless scholars ask questions such as, What were women doing while men were fighting the War of 1812?

Efforts to include more works by and about women in the curriculum meet resistance from faculty members who argue that women have not been studied in certain fields, such as the fine arts, because their contributions have not been important enough to merit academic attention—especially in a survey course.

That lack can been remedied, women's-studies scholars say, not only by rediscovering the work, for example, of neglected female painters, but by questioning traditional definitions of what genres are worthy of study.

"Art historians are not only finding the women artists who are extremely good by the prevailing standards but are looking at what women have always done to see what

Not in the Mainstream

Some say that traditional academics might be more sympathetic to feminist curriculum reform if they knew more about recent research on women.

James E. Perdue, special assistant to th chancellor of the State University of Nev York system, says that many scholars ap parently are not aware of the work that ha been done in women's studies.

In preparing a general report on research in the New York State system, Mr. Perdue says, he interviewed more than 300 faculty members and "didn't hear one thing about research on women."

Although he may learn about more women's-studies research from the results of a questionnaire sent to 3,500 faculty members, Mr. Perdue says his interviews suggest that research on women is "not getting into the mainstream."

"Either they are holding themselves apart, or they are being held at arm's length" by other scholars, he says.

The conference here, which was sponsored by the Association of American Colleges, represented one effort to bring research on women to the attention of some who are not directly involved in the field. According to its organizers, the meeting was the first women's-studies conference to be sponsored by a national education association rather than by a women's-studies group.

Although it may be years before women's-studies scholars see significant changes in the way liberal-arts courses are taught and research is conducted, Gerda Lerner told the conference, the broader aims of feminist scholarship should be seen in historical perspective.

"How old is this discipline—12 years old?" asked Ms. Lerner. "We have to undo 6,000 years of cultural conditioning. Twelve years is nothing."

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Women's studies should be integrated into varied aspects of curriculum: goal of Women's Studies Committee

By Lon Brack

University students are demanding material by and about women in their classes and are reacting to negative or missing material, the assistant director of the Women's Studies Committee said last month.

To meet those demands, the Women's Studies Committee is initiating a curriculum project aimed at integrating such materials into courses at the University of Arizona.

The "Women's Studies and the University Curriculum" project is funded by a three-year grant from the National Endowment for the Humanities.

"Articles and studies on women are on the cutting edge of most academic areas," said Judy Lensink, facilitator of the project. Lensink said that most academic journals now include an article on women in each issue.

The project, which is in its first year, aims to change the content and structure of curriculum to include materials and scholarship on women. During each year of the grant period a new group of 10 professors will join a faculty development project. Through their participation, they will integrate new teaching texts and topics into their regular courses.

"We started by identifying the large introductory courses in many disciplines and then learned through informal networking about people who might be interested," Lensink said. To participate, professors must be tenured.

"The importance of feminist scholarship is that it sees women as the subject rather than the object. It sees things from women's viewpoint rather than looking at women as outsiders."

Myra Dinnerstein, chairperson of the Women's Studies Committee at the university, said that other universities are also initiating such projects. A conference for these institutions was held this summer in Princeton, N.J., and representatives from 17 programs participated.

"My belief is that once these professors are introduced to the concept of sex or gender as an analytical category, they can never look at things the same way again," Dinnerstein said.

Lensink said, "Already in this first semester of the project the changes have been exciting." The text for a literature course is being totally reworked, she said.

Jean F. Goetinck of the French and Italian department is integrating women authors into his course, A Survey of French Literature, which cover the Middle Ages to the 17th century.

"Women authors are only brought into seminars and advanced classes. I thought, 'What the heck, why not bring them into the surveys,' because that's where an interest is cultivated," Goetinck said.

"This is something I started three or four years ago on my own. It's been an ongoing idea with me that is finally coming to fruition," he said.

Goetinck said he has included literature written by women into his course by using a historical approach.

"I deal with a female author the way I would with a male author. The students have taken it as something totally normal," he said.

The project also reaches outside the humanities. John W. Dickson, a professor in the management department, will begin using materials about women in his Practices of Management class in the spring semester.

"I will be introducing examples of tokens and powerless throughout the course," Dickson said.

"I will use a case of sexual harassment and one of discrimination in hiring and promotion," he said.

Dickson tested some of this new material in classes he is currently teaching. "There has been some passive resistance from some of the males," he said. "But some of the women have expressed an interest."

Dickson sees the project as performing an intellectual function rather than being a consciousness-raising exercise.

"Clearly this program is not designed to encourage the student to introspect and explore one's own feelings. It meets an intellectual criterion," he said.

Lensink said Women's Studies will administer attitudinal tests to students before and after participation in the targeted courses.

"We hope to find a measurable change in attitude after a student completes a course," she said.

Dinnerstein said after the three-year grant period Women's Studies will continue the project in a modified form.

"After three years we'll have a core of professors in each department, and their students will be more aware. We will continue our effort of outreach to non-Women's Studies professors," she said.

Businesswomen to hold meeting

Resources Exchange, a Tucson businesswomen's group, will hold its next meeting on January 8 at 11:30 at the Doubletree, 445 S. Alvernon.

The group, an outgrowth of the Arizona Businesswomen's Conference, sponsored by the Tucson Women's Commission in 1980, offers opportunities for a value struck a deal with the city about 25 years ago

processing a smaller, easier to handle type of daphnia raised in the

that the daphnia need to live on," Klopp said

Studies have explored the

a level that would extend their population cycle by one or two weeks, the director said.

of food or a build up of waste byproducts are reasons the daphnia turn dormant after a bloom, Everton said

Women's Studies

TIMES-STANDARD
6/20/82 EUREKA, CAL.

Feminists seek total integration of the subject in education

By DEBRA WEBSTER
Times-Standard writer

ARCATA — Women's studies in colleges and universities throughout the nation are here to stay. At least, that is the consensus of numerous feminists involved with the discipline.

But do the studies, established within the past dozen years, reflect any quantum leaps regarding proper representation of women in education in general?

"No," replies the same group of feminists.

Guidelines on how to establish Women's Studies Programs on campus and how to integrate proper representation of women throughout all studies were discussed during a Thursday workshop of the National Women's Studies Association Conference now under way at Humboldt State University. Nearly 1,200 feminists from throughout the nation are expected to attend the five-day conference.

Panel members speaking to the issue of the "Why's and How's of Integrating Women's Studies into the Traditional Curriculum" included Betty Schmitz of the Montana State University Office of Academic Affairs and head of the university's Project on Women in the Curriculum; Myra Dinnerstein, member of the Women's Studies Program at the University of Arizona; and Peggy McIntosh, member of the Faculty Development Porgram at Wellesley College Center for Research on Women.

"Clearly we can say that women's studies are here to stay," Dinnerstein said at the outset of the workshop. "But they have had very little impact on curriculum, disciplines or scholarships in general."

One reason women's studies did not have a hoped-for influence on education in general was a resistance found in "traditional faculty," Dinnerstein contends. Instructors are often not trained to integrate women's contributions in literature or history into their traditional curriculum. She cited one example at her university where a one-year course on Western civilization "totally ignored women."

Faculty resistance also comes in other forms, according to McIntosh's research. Professors who beforehand felt competent and good about themselves as instructors are often shaken when they discover that they haven't been fair-minded in the class presentations (regarding equal representation of women), and felt uneducated when they discovered how little they knew in terms of the accomplishments of women.

But once instructors face the challenge of understanding and integrating the new information in their teaching style, "they come to feel more intelligent, more knowledgable and broad-minded," according to McIntosh.

Schmitz used her own university as an example of how faculty can change and eventually integrate women's studies into just about any curriculum.

Forty instructors representing seven schools and colleges at the University of Montana volunteered to study the accomplishments and roles women have played in their particular field. Slowly they began to consider the possibility of adding a unit to their traditional curriculum which focused on women's achievements. Yet many of the instructors eventually integrated women's studies into their everyday teaching regime.

Schmitz explained that follow up studies may be necessary to see if "the two years were enough and if they (the instructors) really did change."

Dinnerstein explained that working with the faculty in an effort to reach students is "tedious work."

"It is some of the hardest work we will ever do," Dinnerstein said, referring to the establishement of a women's studies program and the integration of women's studies into general studies. "But we must not give up the struggle because it's longer or harder than we expected."

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THANK YOU!

I want to express my sincere appreciation to all of those who supported me during the recent election. I look forward to serving the students, parents, educators and community members of Humboldt County as County Superintendent during these next four years. I invite everyone interested in improving the quality of public education in our local schools to join me in working toward this goal in the months ahead.

Louis Bucher

North Coast

Press lauds

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APPENDIX J

SYLLABI:

WOMEN IN WESTERN CULTURE,
WOMEN AND POLITICS,
U.S. WOMEN'S HISTORY

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Instructor: Billie Jo Inman, 428 Mod. Lang. Bldg.
Office Hours: MWF--1:30-2:30; T--2:00-3:00;
Th--11:00-12:00. Phones: Office--626-1437;
English Dept., for notes--626-1836; Home--
747-2218.

Women Studies 200:
Women in Western Culture
Spring 1982

Syllabus

Jan. 15 Introduction to the course

Jan. 18 Friedrich Engels, from *The Origin of the Family, Private Property, and the State*, in *Women in Western Thought*, ed. Martha Lee Osborne (New York: Random House, 1979), henceforth referred to as *WWTh*, pp. 287-94.
Slides depicting Paleolithic (20,000B. C.) Egyptian (2600-1200 B. C), Aegean, or Cretan (1600-1400 BC), and Amazon women

Classical Period--Greek (7th Century to 1st Century B. C), Etruscan (7th Century to 5th Century B. C.), and Roman (1st Century B. C. to 4th Century A. D.)

Jan. 20 All of Sappho's poems and fragments in *Sappho: A New Translation*, trans. Mary Barnard (Berkeley and London: Univ. of California Press, 1958).

Jan. 22 Plato and Aristotle on women, *WWTh*, pp. 15-23, 34-44.

Jan. 25 Slides on women in Greek, Etruscan and Roman sculpture and painting
Unless you have studied Classical art before, to prepare yourself to get the most benefit from the slides, go to the Reserve Room of the Main Library and ask for one of the three editions of Helen Gardner's *Art Through the Ages* (see Reserve List for call numbers). Turn through the sections on Greek, Etruscan, and Roman art, looking at the pictures and diagrams (pages differ in the three editions). On the map of the Grecian and Aegean world, find Cythera, Sparta, Athens, Corinth, Mycenae, Tanagra, Delphi, Mt. Parnassus, Samothrace, Troy, Lesbos, Samos, Ephesus, Cnidos, Byzantium--just look at them. On the diagram of the columns and the superstructure of temples, find the pediment (where high relief sculpture was placed) and the metope (Doric column) and frieze (Ionic column) (where tablets of low-relief sculpture were placed.) Notice the forms of pottery vessels and realize that each form has a name. Read enough about Greek painting to know what "black-figure" style and "red-figure" style mean. On the map of Italy, notice where Cerveteri, Rome, Herculaneum, Pompeii, and Sicily are. Read the brief section on Roman painting.

Jan. 27 Euripides, *Medea*, trans. Gilbert Murray (London: George Allen, 1910; rpt. 1969), pp. 3-49. Read Murray's notes at the back if you need to, but do not think that you must accept his interpretation.

Jan. 29 *Medea*, pp. 50 (enter Jason) to 80.
OBJECTIVE QUIZ on Jan. 18-29--with questions on the texts of the readings and the types of women depicted in the slides. Names that it is necessary to know from the slides are typed All Caps on the slide list.

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Middle Ages (5th Century to 15th Century A.D.)

Feb. 1	Readings from the Bible that pertain to readings in Medieval philosophy and to the art that will be presented during the course. A copy of the Bible is on reserve (see the list for number), but try to find one to bring to class. Genesis: chs. 1 and 2 (accounts of creation), 16 (Sarai and Hagar), and 39 (Joseph and Potiphar's wife); Deuteronomy 24:1-5 (divorce and marriage); Judges, chs. 4 and 5 (Deborah); the Book of Ruth (optional); I Kings 10:1-10 (the Queen of Sheba); the Book of Esther (optional); Proverbs 31:10-31 (the virtuous woman); Matthew 5: 30-32 and Mark 10:4-9 (divorce); Luke 1:5-2:24 (the Annunciation, the birth of John the Baptist from Elizabeth; the Nativity); John 4:5-30 (Jesus and the woman of Samaria at the well); John 8:1-11(the woman taken in adultery, related by tradition to Mary Magdalene); John 12:1-9 (Mary and Martha) and 20: 11-18 ("Touch me not"); Luke 23:55-24:12 (the women at the tomb of Christ); 1st Letter of Paul to the Corinthians 11: 1-15; Paul's letter to the Galatians 3:26-29; Paul's letter to the Ephesians 4:1-7; Paul's letter to the Colossians 3:17-25; 1st Letter of Paul to Timothy 2:8-15, and 5:1-14; the Revelation of St. John the Divine, ch. 17 and 18: 1-10 (the whore of Babylon).
Feb. 3	St. Augustine and St. Thomas Aquinas on women, *WWTh*, pp. 51-61, 66-76.
Feb. 5	In class, the reading and discussion of selections from Dante's *Vita Nuova* (*The New Life*) and *Paradisio*, from the *Commedia* (*The Divine* Comedy. Before class, read the dittoed selections of poems by Medieval women--Liádan and anonymous (Irish), an Anglo-Saxon woman, a Provençal troubadour, Marie de France, and Hadewijch (Dutch).
Feb. 8	The frame story of the *Arabian Nights*, or *The Thousand Nights and One Night* (see Burton and Burton photocopy on the Reserve List), Vol. I-II, pp. 1-24, and Vol. V-VI, pp. 3634-3642.
Feb 10	Slides on women in early Christian, Byzantine, Romanesque, and Gothic art For best effect, if you are not familiar with Medieval European Art, turn through Gardner's chapters on Early Christian and Byzantine art and Medieval, including Romanesque and Gothic, noting the types of work done. Read the section entitled "Refined Gothic Painting," noting the names *Cimabue*, *Duccio*, and *Giotto*. Scan Germaine Greer's "The Cloister," in *The Obstacle Race: the Fortunes of Women Painters and Their Work* (see Greer and Greer photocopy on the Reserve List), pp. 151-68.
Feb. 12	Edmund Spenser, selections on Britomart from Book III of *The Fairie Queene*, in *The Complete Poetical Works of Spenser*, Cambridge Edition (Boston: Houghton-Mifflin, 1936)--photocopy given to you, as well as a dittoed summary of the story of Britomart.

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Feb. 15	Slides on women in Renaissance painting and sculpture For best effect, turn through Gardner's divisions on the Renaissance (15th and 16th Centuries). On the map of Medieval and Renaissance Italy, notice the locations of the cities named. Notice the types of art works done. Read the section on Leonardo da Vinci; scan the section entitled "The High Renaissance"; and read the brief description of Durer's Melancholia I. Turn through Greer's chapters IX, X, XI--"The Renaissance," "The Magnificent Exception," and "The Bolognese Phenomenon."
Feb. 18	Read poems on ditto from selected women poets of the Renaissance --Christine de Pisan, Vittoria da Colonna, Gaspara Stampa, Louise Labé, St. Theresa of Avila, Queen Elizabeth of England, and Mary Sidney Herbert, Countess of Pembroke.
Feb. 19	Mid-term essay EXAM on lessons from January 28 through February 17

17th and 18th Centuries

Feb. 22	Anne Bradstreet, selected poems, on ditto from The Works of Anne Bradstreet, ed. Jeannine Hensley (Cambridge, M.A.: Harvard Univ. Press, 1967)--"In Honour of that High and Mighty Princess Queen Elizabeth of Happy Memory"; "Contemplations"; "Another" (a poem to her husband who was away on affairs of state; "To Her Father with Some Verses"; two poems in memory of grandchildren; and "Upon the Burning of Our House."
Feb. 24	Sor Juana Inés de la Cruz, six poems, on ditto. If you know of other poems by Sor Juana Ines, please bring them to class.
Feb. 26	Aphra Behn, The Rover, ed Frederick M. Link, Regents Restoration Drama Series (Lincoln: Univ. of Nebraska Press, 1967), Acts I and II.
Mar. 1	The Rover, Acts III, IV, and V.
Mar. 3	Slides on women in 17th and 18th Century art For best effect, turn through Gardner's chapter entitled "Baroque and Rococo," looking at pictures and trying to define Baroque. Notice new types of painting--the landscape, still life, and social satire (Hogarth). Turn through Greer's chapters XII and XIII--"Still Life and Flower Painting" and "The Portraitists," learning the names of some of the portrait painters.
Mar. 5	Spinoza, Locke, and Rousseau on women, WWTh, pp. 89-90, 92-97, 105-121.

Mar. 8 Mary Wollstonecraft, selection from A Vindication of the Rights of Woman, WWTh, pp. 129-38.
OBJECTIVE QUIZ on Feb. 22-Mar. 5.

Mar. 10 Goethe, Iphigenia in Tauris, trans. Charles E. Passage (New York: Frederick Ungar, 1966), Acts I, II, and III.
Introduction to Wuthering Heights.

Mar. 12 Iphigenia, Acts IV and V; Margaret Fuller, selection from Woman in the Nineteenth Century, WWTh, pp. 180-86.

Spring Recess

The 19th Century (including Fuller, above)

Mar. 22 Emily Bronte, Wuthering Heights, ed. David Daiches (New York: Penguin, 1965), pp. 45-129 (chs. 1-9).
Mar. 24 Brontë, pp. 130-205 (chs. 10-16).
Mar. 26 " pp. 296-287 (chs. 17-24).
Mar. 29 " pp. 288-367 (chs. 25-34). OBJECTIVE QUIZ on Wuthering Heights.

Mar. 31 Emily Dickinson, selected poems from Emily Dickinson, ed. John Malcolm Brinnin, the Laurel Poetry Series (New York: Dell, 1960): Nos. 6 ("These are the days when birds come back"), 9 ("I taste a liquor never brewed"), 19 ("There came a day at summer's full"), 27 ("What soft, cherubic creatures"), 30 (" Much madness is divinest sense"), 40 ("It was not death, for I stood up"), 49 ("We learned the whole of love"), 57 ("Of all the souls that stand create"), 81 ("A love of something ever felt I"), 86 ("Crumbling is not an instant's act"), 99 ("The last night that she lived"), 126("Until the desert knows"), 157 ("As imperceptibly as grief"), and 164 ("Apparently with no surprise").

Apr. 2 John Stuart Mill, chapter IV from The Subjection of Women, WWTh, pp. 264-82.

Apr. 5 Slides on women in 19th Century art
Look at some Impressionistic paintings in Keller's Art of the Impressionists and Leymarie's Impressionism after 1873 (call numbers on the Reserve List), and find or form a definition of impressionism. Look at some Victorian genre paintings (also called narrative paintings) in Lister, Maas, Piper, and/or Reynolds (call numbers in the Reserve List), noting the subjects treated. Look at Ironside, Nicoll, and/or Rose, and try to decide how the Pre-Raphaelites differ from other Victorian English painters. Go to the Media Center in the Main Library, first floor, and show yourself the slides in the 19th Century American Women's carousel. Scan the accompanying notes, reading those that look interesting.

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Apr. 7 The PERSONAL ESSAY is due. Write an essay of 3 to 5 typewritten pages on one pertinent idea that you have formed since this course began. Perhaps you have objected to something that you have read, heard, or seen and can formulate your objection. (If you do, be sure to explain the objectionable idea or practice, as well as your idea.) Perhaps you thought an important idea was neglected as we went along and you can explain the idea and why you think it is important. Perhaps various things that you have read or seen have led you to form a conclusion about women that you can state and elucidate in an essay. The subject may be anything pertinent to the course. The important thing is to write a unified essay that expresses your judgment or reflects your interests.

The essay will be graded on (1) clarity in the expression of the thesis (central idea), (2) unity and fullness in the development of the thesis, and (3) style. A bad style (lack of correctness in grammar, choice of words, sentence structure, and mechanics of writing) will lower the grade a letter. An especially clear and felicitous writing style will raise the grade.

If you cite a philosopher read in the course, give the original source of the idea--"Politica, Book I. as quoted in Women in Western Thought, p. 39," not "WWTh, p. 39." The first time that you refer to WWTh or any other book, give the full bibliographical information on it, in a footnote. In subsequent references to the same book, use the author's or editor's last name and the page number of the reference, or, if there is no question about which book you are referring to, just give the page reference in parentheses, in the text. Always give the page number of a quotation or an idea taken from a source.

It is not necessary to use sources not read in the course when writing the paper; however, if you do use such sources, document any quoted phrase or passage, any statistic, or any paraphrased passage from a source. In documenting follow the rules in the MLA Handbook for Writers of Research Papers, Theses, and Dissertations, on reserve (see Gibaldi for call no.).

In class, all of you who wish to will talk about ideas in your papers.

Apr. 9 Colette, stories from The Other Woman: A Short Novel and Stories, trans. Margaret Crosland, with a Foreword by Erica Jong (New York: New American Library, 1972)--"The Secret Woman," p. 1; "The Dead End," p. 23; "Secrets," p. 69; and "My Friend Valentine," p. 103.

Apr. 12 Katherine Anne Porter, stories from The Old Order, a Harvest Book (New York: Harcourt, Brace and Jovanovich, 1960)--"The Old Order," p. 11; "The Circus," p. 39; and "The Last Leaf," p. 47.

Apr. 14	Porter, "Old Mortality," p. 105.
Apr. 16	Sigmund Freud, "The Psychology of Women" (see Freud and Freud photocopy on the Reserve List); Jean-Paul Sartre and Simone de Beauvoir, WWTh, pp. 315-18, 323-32.
Apr. 19	Slides on women in 20th Century art Look at all of the plates in Pablo Picasso (see Porzio in the Reserve List), noting the changes in Picasso's style over his career. Scan the interview with Barbara Hapworth in Art Talk (see Nemser in the Reserve List) and "Sculpture's Queen Bee" (see Reserve List for call no.). Turn through Judy Chicago's The Dinner Party (see Chicago in the Reserve List).
Apr. 21	Maya Angelou, I Know Why the Caged Bird Sings (New York: Bantam Books, 1971), 11. 1-77.
Apr. 23	Angelou, pp. 77-156.
Apr. 26	" pp. 156-246.
Apr. 28	Sylvia Plath, The Bell Jar (New York: Bantam Books, 1972), pp. 1-70.
Apr. 30	Plath, pp. 71-138.
May 3	" pp. 139-200.
May 5	Review and evaluation.
May	Final Examination, in the class room. The exam will concentrate upon works read or seen since the Mid-term Exam, although you may want to refer to earlier works in developing essay answers.

Grading

The Course Grade

Average of the three quizzes: 20%
The mid-term exam: 25%
The essay: 25%
The final exam: 30%

Relation of Points to Letter Grades

A: 100-90
B: 89-80
C: 79-70

Policies

On absences: If you are absent more than three times, I will ask you to come in and talk with me about attendance, at which time we will decide whether you should remain in the class.

On make-ups: If you unavoidably miss a quiz or exam, contact me as soon as possible to arrange make-up work.

On a late paper: Please turn the essay in on time. I will lower the grade for lateness unless a good reason is given.

University policy on dropping a course or withdrawing from the university: If you stop attending the class, you must officially drop the course or withdraw; otherwise your grade in the course will be E.

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Women's Studies 200:
Women in Western Culture
Spring 1982

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Books on 2-Hour Reserve or in Central Reference

General

NK/4605 C45	Chicago, Judy. The Dinner Party: A Symbol of Our Heritage. Garden City, N. Y.: Anchor Press/Doubleday, 1979. This book, which describes the creation of one of the most interesting 20th Century works of art, includes biographical sketches of 999 women who made significant contributions to Western culture, many of whom are mentioned in this course.
N/7630 C5	Clark, Kenneth. Feminine Beauty. New York: Rizzoli, 1980. This book contains reproductions of paintings, sculptures, and photographs depicting women from the ancient Egyptian age until the present. It is the source of a few of the slides shown in this course.
N/5300 G25/1970 2 copies	Gardner, Helen. Art Through the Ages. 5th Ed. Revised by Horst de la Croix and Richard G. Tansey. New York: Harcourt, Brace & World, 1970.
N/5300 G25/1959 2 copies	Gardner, Helen. Art Through the Ages. 4th Ed. Revised under the editorship of Sumner McK. Crosby by the Department of the History of Art, Yale University, New York: Harcourt, Brace, 1959.
N/5300 G25/1948	Gardner, Helen. Art Through the Ages. 3rd Ed. New York: Harcourt, Brace, 1948.
ND/38 G73/1979	Greer, Germaine. The Obstacle Race: The Fortunes of Women Painters and Their Work. London: Secker and Warburg, 1979.
N/6350 H35/1976 Cent. Ref.	Harris, Ann Sutherland, and Linda Nochlin. Women Artists: 1550-1950. Los Angeles: County Museum of Art, 1976. This is the catalog to an exhibition of paintings by women artists held at the Los Angeles County Museum of Art in 1976. It contains 32 color-plates, biographical sketches of most of the women artists presented in this course and even descriptions of some of the works shown on slides.
N/5300 1977b Cent. Ref.	Janson, Horst Woldemar. History of Art. Englewood Cliffs, N.J.: Prentice-Hall, and New York: Harry N. Abrams, 1977.

Classical period

HQ/1134 Z5513	Zinserling, Verena. Women in Greece and Rome. Trans. L. A. Jones. New York: Abner Schram, 1972. This book discusses, concisely, all types of women and the various aspects of their lives; it contains 112 plates, some of which have been included as slides in the lecture on Classical art in this class.

Medieval period

HQ/1148 H3713 1975	Harksen, Sibylle. Women in the Middle Ages. Trans. Marianne Herzfeld. New York: Abner Schram, 1975. This book treats women in the Middle Ages as comprehensively as Zinserling's treats women in Greece and Rome. It also contains many plates, some of which are shown in slides during the slide lecture on Medieval art.
PJ/7715 B8/1934b	Burton, Richard F, trans. and ed. The Book of the Thousand Nights and a Night. 6 vols. in 3. New York: Heritage Press, 1962.
5099	photocopy of the frame story of the Arabian Nights, reproduced from Burton, above.

Medieval period, cont.

BS/185 1964/C5	The Holy Bible. King James Version. Cleveland: World Publishing Co., n.d.

Renaissance

HQ/1148 S213	Sachs, Hannelore. The Renaissance Woman. Trans. Marianne Herzfeld. New York: McGraw-Hill, 1971. This is an excellent book--similar to Harksen's and Zinserling's.

17th and 18th Centuries

6248	Flynn, Gerard. "Sor Juana Inés de la Cruz: Mexico's Tenth Muse (1651-1695)." In Female Scholars: A Tradition of Learned Women before 1800. Ed Jeanie R. Brink. Montreal, Canada: Eden Press, 1980. Only a photocopy of the essay is on reserve.
759.4 L45Z 84/H.C.	Helm, W. H. Vigée-Lebrun, 1755-1842: Her Life, Works, and Friendships. Boston: Small, Maynard and Co. 1915.
759.4 L45Z/M1	MacFall, Holdane. Vigée-Lebrun. London: T. C. and E. C. Jack; New York: F. A. Stokes, 1909.
ND/38 O8	Oulmont, Charles. Les Femmes peintres du XVIII^e siècle. Paris: Rieder, 1928.
HQ/1150 T48/1974	Thompson, Roger. Women in Stuart England and America: A Comparative Study. London: Routledge and Kegan Paul, 1974.

19th Century

ND/533 B6/A9	Ashton, Dore. Rosa Bonheur: A Life and a Legend. Illustrations and Captions by Denise Browne Hare. New York: Viking Press, 1981.
ND/553 M3/Ob813 Cent. Ref.	The Complete Paintings of Manet. Introd. Phoebe Pool. Notes and Catalogue by Sandra Orients. New York: Harry N. Abrams, 1967.
759.2 I71p f/H.C.	Ironside, Robin. Pre-Raphaelite Painters. With a Descriptive Catalogue by John Gere. New York: Oxford Univ. Press (for Phaidon Publishers, Ltd.), 1948.
ND/547.5 I4/K4413 1980b	Keller, Horst. The Art of the Impressionists. Oxford: Phaidon Press, Ltd., 1980.
ND/547 L54/v.2	Leymarie, Jean. Impressionsim after 1873, vol. 2 of Biographical and Critical Study. Trans. James Emmons. Lausanne:SKIRA, 1955.
759.2 L773	Lister, Raymond. Victorian Narrative Paintings. New York: Clarkson N. Potter, 1966.
ND/467 M26	Maas, Jeremy. Victorian Painters. London: Barrie and Jenkins, 1970.
ND/497 R8/N52/1976	Nicoll, John. Dante Gabriel Rossetti. New York: Macmillan, 1976.
ND/461 G46	Piper, David, ed. The Genius of British Painting. London: Weidenfeld and Nicolson, 1975.
ND/467 R45/1967 Cent. Ref.	Reynolds, Graham. Victorian Painting. New York: Macmillan, 1967.
ND/467.5 P7/P74	Rose, Andrea. The Pre-Raphaelites. Oxford: Phaidon Press, Ltd., 1977.

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19th Century, cont.

HQ/1596 V53	*Victorian Women: A Documentary Account of Women's Lives in Nineteenth-Century England, France, and the United States.* Ed. Erna Olafson Hellerstein, Leslie Parker Hume, and Karen M. Offen. Stanford: Stanford Univ. Press, 1981.

20th Century

HQ/1208 B352	Beauvoir, Simone de. *The Second Sex.* Trans. H. M. Parshley. New York: Knopf, 1953.
151A	Freud, Sigmund. "The Psychology of Women," Lecture 33 of *New Introductory Lectures on Psycho-Analysis,* In *Major Works of Sigmund Freud,* Vol. 54 of Great Books of the Western World. Chicago: Encyclopaedia Britannica, 1952. pp. 853-64.
6098	photocopy of Freud's "The Psychology of Women," from the source above.
N/8354 N45	Nemser, Cindy. *Art Talk: Conversations with 12 Women Artists.* New York: Scribner, 1975.
ND/553 P5/P68	Porzio, Domenico, and Marco Valsecchi. *Pablo Picasso: Man and His Work.* Secaucus, N.J.: Chartwell Book, Inc., 1973.
6/93	"Sculpture's Queen Bee" [on Louise Nevelson]. *Time,* 12 Jan. 1981, 66, 68-9, 71-2. A photocopy of this article is on reserve.

Research Manual

961	Gibaldi, Joseph, and Walter S. Achtert. *MLA Handbook for Writers of Research Papers, Theses, and Dissertations.* New York: MLA 1980.

Slides on Reserve at the Media Center, the Main Library

Each carousel tray of slides will be placed on reserve for you in the Media Center (first floor of the Library) on the afternoon of the day that the slides are presented in class. Ask for any tray by course number and the title at the top of the slide list.

P.S. 595
Spring 1981

Volgy

Women and Politics

Subject foci: Elite Recruitment/Issue Focus/Sex Roles/Impact of Women in Office

Research foci:
1) Why is there such great diversity of female officials in state legislatures? What is the impact of different rates of female representation?
2) Are there fundamental differences in attitudinal orientations toward foreign policy issues between women and men? Male and Female elites? Are these differences gender-based or sex-role based?

Schedule of Activities:

Week 3(Jan 27)	Background: Everything you always wanted to know about statistics but were afraid to ask
Week 4(Feb 3)	Female Elite Recruitment and the Characteristics of Women Office-Holders
Week 5(Feb 10)	Issue Focus: ERA and Women's issues--Patterns of Success and Support
Week 6(Feb 17)	Sex Roles: Characteristics and Impact
Week 7(Feb 24)	Women in Office: The Impact of Female Elected Officials
Week 8(March 3)	Research Focus: Women in State Legislatures
Week 9(March 10)	Research Focus: Women, Attitudes, and Foreign Policy
Week 10(March24)	Research in Progress
Week 11(March31)	
Week 12(April 7)	
Week 13(April 14)	
Week 14(April 21)	Research Findings: Women in State Legislatures
Week 15(April 28)	Research Findings: Women, Attitudes, and Foreign Policy
Week 16(May 5)	Research Findings: Individual Reports

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Week 3 -- Background: Everything you always wanted to know about statistics but were afraid to ask

(There will be no specific reading for this week, except for the article by Volgy, "Sex-Roles and Politics: Public Support for Women's Issues." Please pay specific attention to the statistics used; we will discuss them in class. To facilitate your preparation, I have enclosed some specifics from the article in the syllabus--see the next few pages--which you should peruse closely)

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My study: "Sex Roles and Politics: Public Support for Women's Issues" (1979, APSA)

Research Questions: 1) What are best predictors of public support for Women's issues?

2) What are the prospects for electoral coalitions to form around these issues?

Theory/Approach-- Exploratory

If women's issues are single issue politics, then people who support them, will need to build electoral coalitions for winning in order to get into office, or to get legislation passed once they are in office;

If, however, there are no electoral coalitions around this issue and primarily sex roles determine who supports women's issues, then the prospects for change are dependent on cultural changes as much if not more than political changes.

Dependent/Independent variables:

Sex-roles	Support for Women's issues
Political ideology	
Background characteristics	
Morality issues	
Policy issues	

Design:

National Opinion Research Center, National Random Sample, 1977 (N=1300 adults)

Findings: Descriptive(Majority supports women's issues, although slim majority)
Little difference between men and women)
see figure 1

Likewise, slim majority also rejects traditional sex roles in general
little difference between men and women
see figure 2

Correlations: between attitudes toward integration
environmental policies
edicational policies
busing
sex education
premarital sex
homosexuality
party identification and support for women's issues
liberalism
attitudes toward Communism
crime issues
defense spending
health and welfare policies
freedom of speech issues
sex roles

The only correlations which were at all significant are noted in Table 3

first three are morality issues
liberalism
defense issues
sex roles

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What is more interesting is when you control for sex-roles, and ask question, are these still significantly related?

The answer is on Table 5-- showing only a morality dimension.

None of the other measures, except for degree of religiosity, are correlated.

Sex-roles clearly most important.

Slightly different way of approaching the same subject: if majorities support, then why need coalitions? Need to distinguish between week vs. strong supporters and opponents. Once we do, what are the prospects of electoral coalitions among these? Still not very good.

Look at last page: looking for relationships between weak and strong supporters

for both: age(younger); self-identification(more liberal)(but controls)
defense(with controls)

men: religiosity;

women: morality issues;

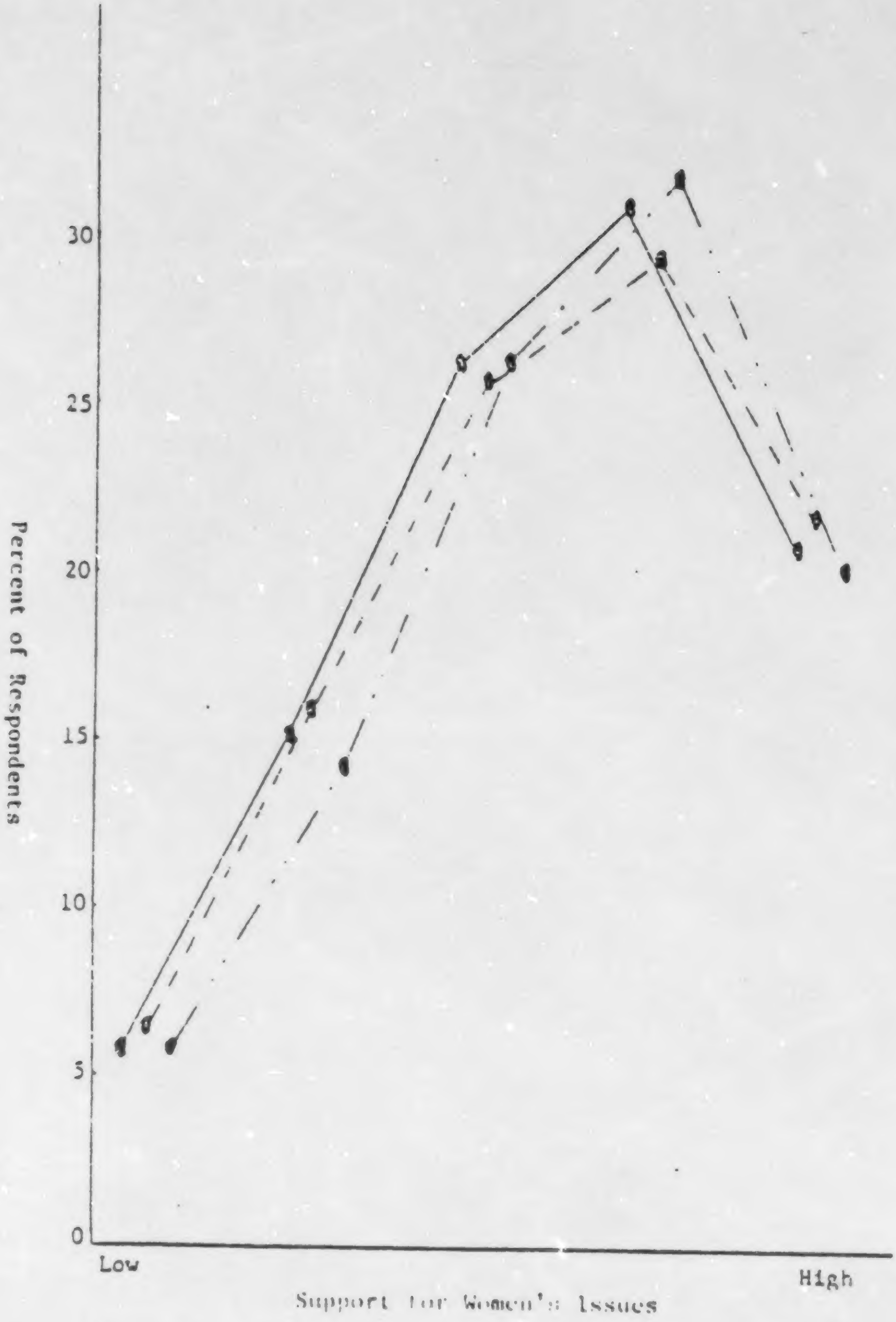
not much prospect for electoral coalitions

IMPLICATIONS: hard to run for office on the basis of such issues; hard to win legislative battles on these bases; primary concern is with sex-role change; more likely to see changes over time--however, much has changed, need greater rejection of traditional sex-roles.

Those opposed, who have invoked moral issues: why it hasn't passed in Arizona
not intense enough; common bathrooms,
promiscuity; homosexuality

Not gender-based issues; men are as supportive as women, depending upon their sex roles.

Figure 1 -- Distribution of Respondents on "Support for Women's Issues" Scale for Entire Sample (N=1296), and for Female (N=698) and Male (N=598) Respondents.



—— Total Sample — - — Female Sample —-— Male Sample

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Figure 2 -- Distribution of Respondents on Rejection of Traditional Sex Roles Scale for Entire Sample(N=1513), and for Female(N=826) and Male(N=687) Respondents.

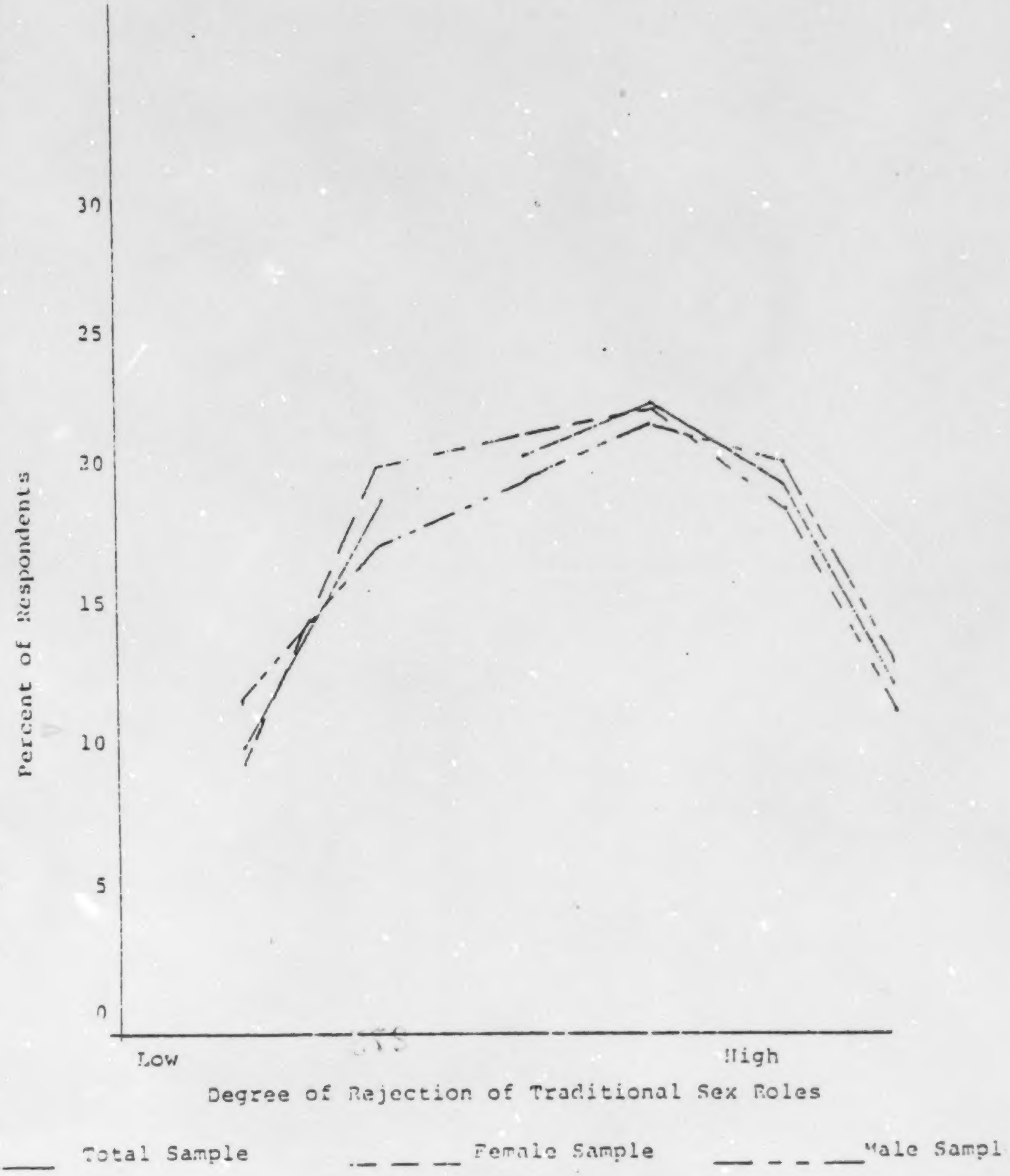

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Table 3 -- Pearson's r Correlations* for "Support for Women's Issues" with Various Public Policy Items, and Rejection of Traditional Sex-Roles, for Entire Sample, and by Sex of Respondent.

VARIABLE	Total Sample (N=1263)	Women (N=682)	Men (N=581)
Attitudes toward Sex Education (opposed)	-.34	-.39	-.28
Attitudes toward Premarital Sex (opposed)	-.38	-.40	-.35
Attitudes toward Homosexuality (opposed)	-.33	-.34	-.33
Self-Identification/ Conservative-Liberal	.20	.22	.20
Fears about Communism	-.25	-.22	-.29
Support Increased Defense Spending	-.20	-.20	-.20
Rejection of Traditional Sex-Roles	.51	.52	.50

*Only those correlations are reported which exceed a magnitude of ±.20 for the entire sample or any of the two sub-samples. All correlations reported are statistically significant at the .001 level.

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able 6 -- Mean Scores, ANOVA test of Significance[1], and Post-hoc Test Results[2] for Selected Measures by Support for Women's Issues, for Male and Female Respondents.

	Position on Women's Issues				
riables	Strong Opposition	Weak Opposition	Weak Support	Strong Support	F =
UCATION					
Females	2.75	3.17	3.43	3.62	20.43
Males	2.63	3.05	3.18	3.63	8.48
LIGIOSITY					
Females	1.39	1.50	1.51	1.71	10.52
Males	1.51	1.54	1.75	1.81	12.88
E					
Females	4.39	4.00	3.66	3.57	15.76
Males	4.58	3.95	3.57	3.58	7.62
MBER OF CHILDREN					
Females	2.34	2.14	1.87	1.86	3.51
Males	2.51	2.21	1.59	1.45	12.44
EX EDUCATION					
Females	1.46	1.20	1.11	1.04	37.14
Males	1.43	1.22	1.16	1.09	14.91
OMOSEXUALS					
Females	1.09	1.24	1.37	1.84	33.4
Males	1.11	1.25	1.33	1.91	30.41
DEOLOGICAL SELF-IDENTIFICATION					
Females	3.37	3.30	2.85	2.78	11.41
Males	3.36	3.29	2.98	2.69	7.69
REMARITAL SEX					
Females	1.31	1.72	1.88	2.33	43.91
Males	1.64	1.92	2.22	2.56	27.89
EARS OF COMMUNISM					
Females	1.30	1.31	1.46	1.57	11.38
Males	1.32	1.40	1.56	1.72	17.18
EFENSE SPENDING					
Females	1.80	1.90	2.08	2.16	8.4
Males	1.74	1.82	2.01	2.17	8.61
EX ROLES					
Females	8.04	9.57	11.00	12.20	78.1
Males	7.62	9.64	10.73	12.06	57.4

[1] F values are given in the table; all variables are significant at the .001 level.

[2] To measure independence of categories, two post-hoc tests were employed: Duncan and Tukey. Black boxes around the mean scores indicate that a specific category is statistically independent from the remainder of the categories. If a black box surrounds more than one category, it indicates that the boxed categories are not statistically independent from each other, but are independent of the remaining categories.

Week 4 -- Female Elite Recruitment and Charcteristics of Women Office Holders

READINGS:

Jennings/Farah, "Sex-Roles and Political Resources: An Over Time Study of Men and Women Party Elites," American Journal of Political Science, Vol 25, No. 3, August 1981

M.M. Lee, "Why Few Women Hold Public Office: Democracy and Sexual Roles," Political Science Quarterly, Vol. 91, No 2, Summer 1976

S. Carroll, "Sex Differences in Political Ambition Among Elites: A Reexamination of Some Assumptions and Findings" Paper presented....

D. Hill, "Political Culture and Female Political Representation," Journal of Politics, Vol. 43, No. 1, February 1981

Fowles/Perkins/Rinehart, "Gender Roles and Party Roles," American Political Science Review, Volume 73, no. 3, September 1979 (optional)

Mezey, "Does Sex Make a Difference? A Case Study of Women in Politics," Western Political Quarterly, Volume 31, No. 4, 1978

S. Welch, "Recruitment of Women to Public Office: A Discriminant Analysis," Western Political Quarterly, Volume 31, No. 3, 1978

SPECIAL ASSIGNMENTS:

Jeanne Kirkpatrick, POLITICAL WOMAN

Kelley and Boutilier, THE MAKING OF POLITICAL WOMEN

QUESTIONS to think about while looking at each of the assigned readings: ***

1) What is the major research question being addressed?
2) What sort of theory(or explanation) is used by the author in approaching the research question?
3) What is/are the critical dependent variable(s)?
4) What is/are the critical independent variable(s)?
5) How well are the concepts operationalized? how well is the research executed?
6) What are the major findings?
7) What, if any, are the broader implications of the study?
8) Do the results related to the other findings/studies reviewed this week?

**Note: use these questions to prepare for each week's worth of assignments.

Week 5 -- ISSUE Focus: ERA and Women's Issues

READINGS:

E.H. Wohlenberg, "Correlates of Equal Rights Amendment Ratification," Social Science Quarterly, Vol. 60, No. 4, March 1980

Conover/Coombs/Gray, "The Attitudinal Roots of Single Issue Politics: The Case of Women's Issues," (1980)meetings

Gough/Garrigan/Levy, "Novelty not Policies: An Analysis of Network News Coverage..." (1979) meetings.

A. Costain, "The Struggle for a National Women's Lobby: Organizing a Diffuse Interest," Western Political Quarterly, Vol. 33, No. 4, December 1980

Gelb/Palley, "Women and Interest Group Politics: A Comparative Analysis of Federal Decision-Making," Journal of Politics, Vol. 41, 1979

V. Sapiro, "New From the Front: Intersex and Intergenerational Conflict Over the Status of Women," Western Political Quarterly, Vol. 33, No. 2, June 1980.

SPECIAL ASSIGNMENTS:

Janet Boles, The POLITICS OF THE EQUAL RIGHTS AMENDMENT: CONFLICT AND DECISION PROCESS(1979)

William Chafe, WOMEN AND EQUALITY: CHANGING PATTERNS IN AMERICAN CULTURE

Jo Freeman, THE POLITICS OF WOMEN'S LIBERATION(1975)

Week 6 -- Sex Roles: Characteristics and Impact

READINGS:

Mason/Czajka/Arber, "Change in U.S. Women's Sex-Role Attitudes, 1964-1974," American Sociological Review, Vol. 41, No. 4, August 1976.

Osmond/Martin, "Sex and Sexism: A Comparison of Male and Female Sex-Role Attitudes," Journal of Marriage and Family, Nov. 1975

Volgy/Volgy, "Women and Politics: Political Correlates of Sex-Role Acceptance," Social Science Quarterly, March, 1975

I.E. Deutchman, "Gender, Sex-Role and Power Orientations," (1980)meeting

T.H. Bers, "Sex Role Orientations: Who's Teaching Whom Among the Generations," (1977) meeting

Volgy/Schwarz, "Television Entertainment Programming and Sociopolitical Attitudes," Journalism Quarterly, 1981(see xerox on reserve)

SPECIAL ASSIGNMENTS:

Irene Diamond, SEX ROLES IN THE STATE HOUSE (1977)

Rible/Frieze/Parsons, "Sex Roles: Persistence and Change" special issue of the JOURNAL OF SOCIAL ISSUES, Vol. 32, No.3, 1976

(Broverman/Vogel/Broverman/Clarkson/Rosenkrantz,"Sex-Role Stereotypes: A Current Appraisal," the Journal of Social Issues, Vol. 28, No. 2, 1972

Week 7 -- Women in Office: The Impact of Female Elected Officials

READINGS:

K. A. Frankovic, "Sex and Voting in the U.S. House of Representatives," American Politics Quarterly, Vol 5, No. 3, July, 1977

Holsti/Rosenau, "The Foreign Policy Beliefs of Women in Leadership Positions," Journal of Politics, Vol. 43, No.2, May 1981

S. Carroll, "Women Candidates and Support for Women's Issues: Closet Feminists," (1979) meeting

Mezey/Bers, "Support for Women's Issues Among Local Civic Leaders," (1979) meeting

McGrath/Soule, "Rocking the Cradle or Rocking the Boat? Women At the 1972 Democratic Convention," Social Science Quarterly,

Githens/Prestage, "Women State Legislators: Styles and Priorities," Policy Studies Journal, Vol 7, Winter 1978

S. Hansen et. al., "Women's Political Participation and Policy Preferences," Social Science Quarterly, Volume 56, 1976

SPECIAL ASSIGNMENTS:

Hope Chamberlin, A MINORITY OF MEMBERS

HISTORY DEPARTMENT

COURSE NUMBER AND TITLE: 395A Colloquium in U.S. Women's History

INSTRUCTOR: Prof. Karen Anderson OFFICE: Social Sciences 126
Office Phone: 626-3474 Office Hours: 10:00-10:50 MW

COURSE DESCRIPTION:

The purpose of this course is to provide the student with an understanding of the basic works and issues in the history of American Women. Students will be required to read the assigned readings and to submit book reviews on four additional books, one of them to come from each of the major chronological periods covered by the course. In addition, students will be required to prepare a takehome final examination on a topic to be announced later in the semester.

ASSIGNED READINGS:

Gerda Lerner, *The Majority Finds Its Past*
Mary Ryan, *Womanhood in America*
William Chafe, *The American Woman*
Nancy Cott and Elizabeth Pleck, eds., *A Heritage of Her Own*
Kathryn Sklar, *Catherine Beecher*
Articles—to be announced.

SCHEDULE OF COURSE:

Introduction to the study of women in history

Women in Colonial America

    Work and Family
    Religion
    Legal Status
    Enlightenment and American Revolution

Women in America—1730-1880

    Ideology
    Work and Family
    Education
    Reform and Feminism

Women in America--1880-1982

    Reform and Suffrage
    Family and Sexuality
    Work
    Politics since 1920
    Legal Status
    Feminism

Minority Group Women

Interdisciplinary and Comparative Approaches to the Study of Women

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APPENDIX K

OUTSIDE EVALUATOR'S REPORT

The Appalachian Center

24 May 1982

Dr. Myra Dinnerstein
Director, Women's Studies
269 Modern Languages Building
University of Arizona
Tucson, AZ 85721

Dear Myra:

My thanks to you, Judy Lensink, and the others who made my visit to the University of Arizona so pleasant and informative. The time I spent talking to your committee and to various faculty and students involved in the new program was both interesting and informative. I trust that the impressions of an outsider concerning this important implementation project will be useful to you as you proceed with plans for the second year.

Let me begin with several general statements and then ground them in more detailed observations. Having had two weeks to consider the experiences of the visit along with my own reactions to them, I feel more confident in making these statements than I did when they were new and undigested. I remain suitably modest, however, about the ability of a (male) consultant to learn more in two days than permanent resident experts already understand about the progress of your attempt to mainstream Women's Studies.

First, I find that the Committee's expectations of success are impossibly high. This is not a problem to be corrected, in my opinion, but it does explain the level of frustration and dismay all of you have expressed about problems encountered in the first year of the project.

Second, despite your feelings of disappointment, I find that the goals of the program are on the way to being met in most cases, if not all of them.

I detected no signs of outright failure, even among those persons I believe your committee regarded as unsuccessful. Measured by their own expectations, these were instances of success. Sharpening the agreements between faculty participants and project staff is the obvious solution to this problem--one which you have already recognized and have moved to correct.

Third, prognosis for the future of this important effort to mainstream Women's Studies is, on the basis of what I have seen on this visit, somewhere between good and excellent, even if I use your criteria for success rather than my own more tempered ones. I say this now and will repeat it at the conclusion of this letter. Keep hold of high standards for the program, but be willing to judge success by what is possible rather than by what is ideal but hypothetical only.

University of Kentucky / 641 South Limestone / Lexington, Kentucky 40506 / (606) 258-4852

—An Equal Opportunity University—

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Unedited notes from my conversations are attached for your use. I asked of the faculty what they initially expected from their involvement in the project and what they felt they actually gained from it. I probed for evidence of concrete curricular changes as well as for opinions about more subtle shifts in attitude and perspective. I asked for comments on problems experienced or witnessed by participants and for suggestions for improvement in subsequent years of the project.

There was, I found in my conversations with faculty, considerable divergence in expectations and views of success between those implementing and those participating in the program. What your committee wanted was "total transformation" and radical course overhauls. If all the mainstream faculty understood these desires, which I doubt, few agreed to them. Some sought changes of a broader scope than others, but not all wanted major reforms in their courses, and one even stated that he had agreed to participate only if he were allowed to make no changes,should that be his considered decision after participation. Consequently, as you said in our opening conversation, there was considerable variation in the response of the faculty.

Your high expectations have led to understandable expressions of dismay and discouragement on the part of the committee. On the other hand, the faculty uniformly expressed opinions that they had achieved their goals successfully--again, perhaps understandably, given the limited nature of some of these goals. I believe you will find this conclusion amply demonstrated in the attached interview notes.

I think these faculty judgments are sincere. You should weigh them against your independent observations to reach whatever conclusions you think are valid. But I believe your project has achieved some success on both of two levels of change--the tangible level of curricular modification, and the less detectable level of alterations in perspective, philosophy, and sexual political views. The glass you are trying to fill is no longer empty. I think you have made considerable headway in one short year. Every individual with whom I spoke, as you can see from the notes, expanded the coverage of curricular materials relating to women, improved the handling of women's issues and information, and heightened sensitization to the need for more attention to such issues and information. A large proportion of them, contrary to what I think the committee believes, feels that they have been significantly influenced on a deeper, perhaps nonintellective, level, and now are more committed to a feminist perspective in their work and in their personal lives.

I do not wish to give the impression that you should be satisfied with what has happened, and I will come shortly to a list of modest suggestions for improvement, most of which are already your own. I only wish to encourage you now to diminish your deprecating--and ultimately defeating--statements. Things aren't nearly so bad as you think, but they may become so, influenced by your prophecies and by your attitudes toward the faculty.

A number of potential problems has never appeared at all. There has been no apparent unethical use of project funds or use of project-funded time for work unrelated to the program. No interpersonal conflicts have arisen which would threaten the future of the project or the good name of Women's Studies generally. The male-female and age differences which exist between mainstream faculty and project coordinators have led to no discernable resentments or divisions. In fact, I found no serious complaint about the program (except for what I think are ritual complaints about quantitative evaluation). On the contrary, faculty are exceptionally complimentary of the handling of the program on the whole. Staff associated with the project are characterized by faculty as dedicated, patient, nonjingoistic "200 percenters" who represent "mature scholarship." Very few complaints or suggestions for change were forthcoming despite the fact that I solicited them directly. Workshop programs were described as generally of high quality, as were most of the visiting resource persons.

Student responses to the modified courses--and to the excellent new humanities course organized by Jo Inman--cannot be described at this stage in any authoritative or systematic way. Faculty have varied perceptions of student reaction, as you know. The one course in which you and the professor thought there might be a serious problem stemming from a male-female division actually provided me with the most stimulating episode of my visit. The discussion in which I participated suggests that time and continued conversation are required for an adequate understanding of attitude and opinion formation on complex, emotion-laden issues. The process I observed was constructive, healthy, broadening, and reasonably well informed. I hope this professor does not feel daunted in his first attempt to introduce women's issues in his course; I, for one, could see good things happening as a result.

Another faculty member described female students as responsive to his revised course and male students as passive, a difference which interested him, but which he could not explain. Still another felt the first version of his new course was unsuccessful but the second was quite good in terms of student learning. One person had not yet taught the newly modified course.

In short, I believe eventually you will find a fairly wide range of student reaction to the new curricular material.

Most faculty, and the students who commented, felt fairly strongly that the benefits of the changes would probably not find expression in students' lives for many years, and that the effects of the curriculum were not immediately measurable. They complained about the questionnaire-type pre- and post-measurement of attitudes on women's issues, dismissing this phase of the evaluation as ill-conceived and poorly organized. They offered no alternatives to this form of evaluation, however. (I offer no critique of the method, but I do question the idea of judging program success on the basis of the findings of this exercise. Attitude changes in complex areas of deep-lying feeling are not normally subject to influence by short-term exposure to college course content. Even if such changes did occur, I doubt that the questionnaire items collectively would detect them. The exercise is an interesting one and should be continued, but it is not likely to be definitive.)

A very positive fact about your program is the extent to which it is well-connected with other programs and departments on campus. You continue to be well-known and well-respected in all quarters, and this is a key factor in integrating any interdisciplinary program into the enduring life of a university.

Questions will be raised about the future of Women's Studies at Arizona under a new President and a reorganized college structure. In view of the national leadership your program provides, I trust that incoming administrators will see fit to continue the tangible support begun by their predecessors. No doubt the Endowment will also be interested in this question of continuing support.

There are very few recommendations I can suggest to which you have not already given attention. I concur fully with your intention to tighten up your agreements with individual faculty so that they do not limit their goals so severely as some did during the first year. (You might, for example, request a letter of agreement from each of them, detailing objectives and intended outcomes.) At the same time, I encourage you to continue to practice patience with those who are earnestly trying to reconstruct habits of thought and speech.

In addition to requiring the usual products of curriculum development (syllabus, reading list, etc.), you might consider asking all faculty to prepare written commentaries on their perceptions of student response to the new material--as well as their own reactions. Such vignettes can be quite useful in the evaluative process.

You might consider allotting more time in the workshops to discussion in small groups. It could reduce the extent of posturing in plenary sessions. Also think about informal assignments of "coaches" or mentors from the W.S. faculty (or faculty from other institutions when their content specialties are needed) to individual mainstreamers. The bibliographic "avalanches" might be more effective if the content becomes more selective and specialized.

For strategic purposes and because it may add something to your own perspectives, consider adding one or more males to the steering committee in the future. Qualified candidates do exist.

There is no sound reason not to encourage your mainstreamers to move their research efforts in the direction of women's and gender-related issues. In research universities particularly, you will not have their hearts until you get them interested in research and graduate training as well as in undergraduate teaching.

In general, if you will forgive the repitition, continue to demand the impossible, but show more regard for the actual success you are enjoying. I think you have had a good experience overall in this first year, and you know how to improve in year two. You could ask for more, but I doubt that any program would have achieved more than you have by this stage.

With all best wishes,

John B. Stephenson
Director

JBS:cn

Encl.

APPENDIX L

1982-1983 PROJECT YEAR LETTER OF INVITATION

THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721

COLLEGE OF LIBERAL ARTS
WOMEN'S STUDIES COMMITTEE
269 MODERN LANGUAGES BUILDING

(602) 626-4477

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Anthropology
Christine Tanz
Psychology

Myra Dinnerstein
Chairperson

October 26, 1981

TO: Faculty Associates, NEH Curriculum Project

FROM: Myra Dinnerstein, Director
Judy Lensink, Assistant Director

We are pleased to extend to you this official invitation to be a participant in our NEH Curriculum Project for 1982-83. The goal of this project is to integrate the new research on women into the University curriculum. The grant provides funds for you to do research in recent feminist scholarship in your field in order to revise the content of your courses. According to the NEH requirements, participants are expected to teach their redesigned courses during the 1982-83 year.

As a recipient of the grant, you will be expected to participate in the following activities:

- A January/Februrary meeting to discuss the project.
- A five-week intensive summer research program, from the week of May 17 to June 18. Activities will include:
    - a one-day workshop at which Women's Studies faculty members will provide background presentations on feminist scholarship
    - a library tour of resources on women.
    - a series of four weekly meetings where issues in Women's Studies scholarship will be discussed and where faculty associates will present an overview of current research on women in their fields.
- Revision of participants' targeted courses by the start of fall semester to include materials and new perspectives on women.
- Visiting Scholar Colloquia and Seminars (at least four) throughout the academic year. Nationally-noted scholars will present public lectures on their research and meet with NEH associates in seminars to discuss issues of feminist scholarship

- An ongoing internal assessment of our integration efforts. We will meet three or four times during the year to discuss pedagogical issues and to exchange ideas about the progress of curriculum project.

- Formal evaluation and assessment (required under the guidelines of the NEH grant), which will include:

    - interviews prior to and following participation in the project.

    - review of syllabi for targeted courses before and after materials on women are added.

    - student evaluations (pre- and post-attitudinal surveys and student responses to materials on women in the targeted courses, Women's Studies, and control group courses).

    - participants' assessment of their experiences teaching new materials on women.

    - interviews with an outside NEH evaluator.

Your stipend for participating in the project is equivalent to your salary for teaching one summer school course. If these conditions of participation are acceptable to you and you are able to fulfill the obligations of the grant, please return the enclosed Letter of commitment by November 6. If you cannot participate in the project or if you have questions, please contact Myra Dinnerstein or Judy Lensink at 626-4477.

____ I am willing to participate in the 1982-83 NEH Curriculum Project with the Women's Studies Program and am able to fulfill the commitments outlined in the letter of October 26, 1981

____ I regret that I cannot participate in the 1982-83 NEH grant.

Name ____________________________________

Department ______________________________

Date ____________________________________

Please return to Women's Studies, 269 Modern Languages, by November 6, 1981.

APPENDIX M - SPRING 1982 WORKSHOP PROGRAM

ORIENTATION WORKSHOP

May 21, 1982

WESTWARD LOOK RESORT

9:00-9:30 a.m.	General issues in Women's Studies scholarship How and Why Women's Studies developed - Karen Anderson
9:30-11:30 a.m.	Sex Role Asymmetry: An Interdisciplinary Issue (Readings: Barfield, Rosaldo) Panel and Discussion: Biological - Pat MacCorquodale Cultural - Chris Tanz Religion, Myth - Susan Aiken Historical, Medical - Karen Anderson Economic - June Webb-Vignery Higher Education - Shirley Fahey
12:00-1:00 p.m.	Lunch - Acacia Room
1:00-2:00 p.m.	Discussion of "Why Men Resist" (Reading: Goode) - Pat MacCorquodale
2:00-3:00 p.m.	The New Scholarship on Women--Disciplinary Issues Small Group Discussions: Social Sciences - (Reading: Hacker) Literature - (Reading: Kolodny) History - (Reading: Lerner)
3:00-3:30 p.m.	Break
3:30-4:00 p.m.	Visual Presentation: A Celebration of Women Artists - Jo Inman